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teaching model skills "leadership dev"

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### [MSLN Leadership Model](#)

... Network follows an interwoven **model of leadership** ... human dynamics of leadership: **skills** and sensitivities ... of schooling: learning, teaching, management procedures ... [www.mdf.org/msln/leadershipmodel.html](http://www.mdf.org/msln/leadershipmodel.html) - 19k - Jul 9, 2003 - [Cached](#) - [Similar pages](#)

### [21st Century Schools: Center for School Leadership Development](#)

... quality of mathematics and science **teaching** and learning .. and developing or improving the **skills** of public ... The North Carolina **Model Teacher Education Consortium** ... [www.21stcenturyschools.northcarolina.edu/center/](http://21stcenturyschools.northcarolina.edu/center/) - 23k - Jul 9, 2003 - [Cached](#) - [Similar pages](#)

### [PDF Session 11b2 Idaho Engineering Works: A Model for Leadership](#) ...

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... to develop his/her own philosophy on senior design, and to develop the technical and leadership **skills** needed to ... This **model for teaching** senior design has ... [file.engrng.pitt.edu/feegg/papers/1464.pdf](http://file.engrng.pitt.edu/feegg/papers/1464.pdf) - [Similar pages](#)

### [Leadership Development](#) Journey

... connected to "high potential" church, investing themselves as **model** and **teaching** churches. ... us wisdom and strength to develop our leadership **skills** and that ... [www.wesleyan.org/bgs/lkj/aboutmain.htm](http://www.wesleyan.org/bgs/lkj/aboutmain.htm) - 14k - [Cached](#) - [Similar pages](#)

### [College of the North Atlantic — College Certification](#): ...

... development and incorporating best practices in **teaching** and **learning**, including process education principles and **skills**, mentoring, **teaching** portfolios and ... [www.northatlantic.nf.ca/professional\\_development/instructional\\_skills\\_cert.asp](http://www.northatlantic.nf.ca/professional_development/instructional_skills_cert.asp) - 9k - Jul 9, 2003 - [Cached](#) - [Similar pages](#)

### [MSLN Model](#)

... cognitive or "head" understanding of teaching and learning and practice hands-on skills to work ... is known as the ICI leadership development model because is ... [www.ume.maine.edu/~cofed/msln/model.htm](http://www.ume.maine.edu/~cofed/msln/model.htm) - 16k - [Cached](#) - [Similar pages](#)

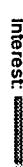
### [Program Components](#)

[http://www.google.com/search?as\\_q=teaching+model+skills&num=10&hl=en&ie=UTF-8&oe=UTF-8&btnG=Google+Search&as...](http://www.google.com/search?as_q=teaching+model+skills&num=10&hl=en&ie=UTF-8&oe=UTF-8&btnG=Google+Search&as...) 7/10/03

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Since 1968, Levinson has turned over 40,000 Managers into Leaders! [www.on-leadership.com](http://www.on-leadership.com)

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Helping Leaders Improve Performance [www.SigmaHR.com](http://www.SigmaHR.com)

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See how DBM can help your leaders maximize results & ROI [www.dbm.com](http://www.dbm.com)

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What Great Leaders Do  
They consistently perform these 29 essential leadership tasks. [www.e-maccconsulting.com](http://www.e-maccconsulting.com)

Interest: 

... and cohort sessions cover learning and teaching practices and ... Participants continually try out new skills and behaviors ... work using the [CI] model of leadership ...

[www.ume.maine.edu/~cofed/msln/components/](http://www.ume.maine.edu/~cofed/msln/components/) - 6k - Cached - Similar pages

[More results from [www.ume.maine.edu](http://www.ume.maine.edu)]

### Some Useful Methods for Management Training and Development

Some Useful Methods for Management Training and Development Assembled by Carter McNamara, MBA, PhD | Applies to nonprofits and for-profits unless noted First ...

[www.mapnp.org/library/mgmt\\_dev/methods/methods.htm](http://www.mapnp.org/library/mgmt_dev/methods/methods.htm) - 6k - Cached - Similar pages

### University of Virginia News Story

... The second phase focuses on integrating the model into teaching and learning ... opportunities for students to expand their leadership skills through co ...

[www.virginia.edu/topnews/releases2000/fuldgrant-oct-25-2000.html](http://www.virginia.edu/topnews/releases2000/fuldgrant-oct-25-2000.html) - 20k - Jul 9, 2003 - Cached - Similar pages

### Center for Educational and Community Renewal – University of ...

... The OK-ACTS model is woven with four major strands ... That is, when teaching focuses on the development of ... do better both on assessments of advanced skills as well ...

[www.ou.edu/center/oklahomaacts/studies/oklahomaacts\\_model.htm](http://www.ou.edu/center/oklahomaacts/studies/oklahomaacts_model.htm) - 24k - Cached - Similar pages

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all of these words  
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any of these words  
and none of these words

model action plan
leadership development



Basic Search

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### LEADERSHIP DEVELOPMENT SERVICES

Leadership Development Services, a consulting firm offering leadership ... to achieve collaborative goals. A model, a map and a ... into your own collaboration [action plan](#). You will learn: (a ...

[www.leadservs.com/text/lnstitute.html](#)

### Denison Consulting - Leadership Development Surveys

... leader's research-based model. Denison's surveys and ... The Denison Leadership Development Survey The Denison Leadership ... and establish an [action plan](#) for individual development team ... [www.denisonculture.com/leadership/lead\\_main.html](#) • [Related Pages](#)  
[More pages from www.denisonculture.com](#)

### Syncopation Management Systems Inc. Quality Management, Change Management & Leadership Development

... the "command and control" model. Change, at best, is ... agreed upon with an [action plan](#) for response. This focus must ... Design their personal [action plan](#) to model and encourage the changes ...  
[www.synco.com/change.html](#)

### LHH Coaching Model | Career Transition/Outplacement | All Solutions | Solutions & Services | Global Career Services ...

... phase Coaching Model approach encompasses ... a personalized [action plan](#) designed to develop ... LHH Coaching Four Step Model To discuss how our Leadership Development/Coaching Programs can ... [www.lhh.com/solutions/solutions/leadership/model.cfm](#)  
[More pages from www.lhh.com](#)

**About IFAS Leadership Development: Problem Solving in Groups**

About IFAS Leadership Development: Problem Solving in Groups 1 Elizabeth B. Bolton2 ... five and have each group develop an action plan using the STP model and the five steps. Be prepared ... [edis.ifas.ufl.edu/BODY\\_HE745](http://edis.ifas.ufl.edu/BODY_HE745)

[More pages from edis.ifas.ufl.edu](http://More pages from edis.ifas.ufl.edu)

**SENYLRC - Leadership Development Through Action Learning**

... Continuing Education page **Leadership Development Through Action Learning** ... and that there's no one model that is best suited for ... develop an individualized action plan; bring back to your ... [www.senylrc.org/coned/leadershipdevelopment.htm](http://www.senylrc.org/coned/leadershipdevelopment.htm) • [Related Pages](http://Related Pages)

[More pages from www.senylrc.org](http://More pages from www.senylrc.org)

**Action Plan:**

... Contact Us F.A.Q **Action Plan** Home **Action Plan** Vision Mission ... and in writing. **Leadership Development**. Create a highly effective ... Becoming a national **model** for a reconsidered role of... [www.ndsu.nodak.edu/cclpaction.php](http://www.ndsu.nodak.edu/cclpaction.php)

**GE Financial Assurance: About Us - The Leadership Development Program**

... a resource planning model, translated customer needs ... a strategy, develop an **action plan**, and drive execution. Our ... first rotation on the **Leadership Development Program** involved working on ... [www.gefinancialassurance.com/aboutus/pub...hattheysay.html](http://www.gefinancialassurance.com/aboutus/pub...hattheysay.html)

**John P. Keenan & Associates International: Programs and Workshops**

... to view description **Leadership Development Programs/Workshops** (Samples ... and assistance with **action plan** improvement projects are ... Managers: The Full-Range Model shows you how to enhance ... [www.leadership-international.org/program.html](http://www.leadership-international.org/program.html)

[More pages from www.leadership-international.org](http://More pages from www.leadership-international.org)

**Network Committee Action Plan**

**File type:PDF - Download PDF Reader**

... Network Committee 2002 – 2003 **Action Plan** Draft 2 - 4/19/2002 ... promote, and engage in **leadership development**. a. Conduct the annual ... an exemplary accountability **model** for the Network. i ... [lists.aecf.org/fellowship/network/2002\\_strategies.pdf](http://lists.aecf.org/fellowship/network/2002_strategies.pdf)

[More pages from lists.aecf.org](http://More pages from lists.aecf.org)

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Search the Yellow Pages for **model action plan** "leadershi... with SMARTpages.com

**Result Pages: 1 2 3 4 5 6 7 8 9 10 [Next >>]**

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this boolean expression



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5gfenms4-sgd2sq8v



# STIC Search Report

EIC 3700

STIC Database Tracking Number: 97846

**TO: Chanda Harris**  
**Location: CP2 10D10**  
**Art Unit: 3714**

**Case Serial Number: 10/016905**

**From: Jeanne Horrigan**  
**Location: EIC 3700**  
**CP2-2C08**  
**Phone: 305-5934**

**[jeanne.horrigan@uspto.gov](mailto:jeanne.horrigan@uspto.gov)**

## Search Notes

Attached are the search results for the method and system for developing teaching and leadership characteristics, including results of inventor and prior art searches in foreign/international patent databases and prior art searches in education, management, and training non-patent literature databases. I also did a brief search of the Web using the Google and Alta Vista search engines. The search results with both engines were too extensive to review all hits, and the concept did not lend itself to narrowing down any more through these engines. I looked at the first few hits and found only one that seemed relevant and within the time frame. It is attached.

The results are organized into four sets: inventor, non-patent literature, foreign and international patents, and Internet.

Results appear after the database names and search strategy used for those results. I tagged only one item that I thought seemed most relevant, but I suggest that you review all of the results (especially because I had a hard time understanding the art).

Also attached is a search feedback form. Completion of the form is voluntary. Your completing this form would help us improve our search services.

I hope the attached information is useful. Please feel free to contact me (phone 305-5934 or email [jeanne.horrigan@uspto.gov](mailto:jeanne.horrigan@uspto.gov)) if you have any questions or need additional searching on this application.

File 1:ERIC 1966-2003/Jun 17  
Set Items Description  
S1 1422 RESULTS (2W) (EVALUATION OR ASSESSMENT)  
S2 13 S1(5N)MODEL  
S3 2294 PLAN (2N)ACTION  
**S4 1 S2 AND S3**  
S5 76208 MODEL  
S6 1 S1(S)S2(S)S3  
S7 0 S6 NOT S4

**4/3,K/1**

DIALOG(R) File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.  
00486824 ERIC NO.: ED215994 CLEARINGHOUSE NO.: SP020143

Designing and Conducting Needs Assessments in Education.

Kuh, George D.; And Others;

CORP. SOURCE: National Inservice Network, Bloomington, IN. (BBB19522)  
97pp.

April 1981 (19810400)

SPONSORING AGENCY: Office of Special Education and Rehabilitative Services  
(ED), Washington, DC. Div. of Personnel Preparation. (EDD00016)  
...making any necessary midstream adjustments; (9) analyze results of  
needs assessment process; and (10) develop **action plan** based on  
**results of needs assessment**. Appendix A outlines a **model** for problem  
identification and problem planning. In Appendix B, brief descriptions are  
offered of data...

00768963 ERIC NO.: ED335319 CLEARINGHOUSE NO.: SP033201  
Second Year Results of the TRIVET Program (Techniques of Responsive

Intervention To Validate Effective Teaching): A School-University  
Partnership in the Appraisal of Classroom Instruction.

Peters, Karen; Crisci, Pat E.

34pp.

1991 (19910000)

NOTES: Paper presented at the National Conference for Professors of Educational Administration Conference-Within-A-Convention (New Orleans, LA, 1991).

EDRS Price MF01/PC02 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 141 (Reports--Descriptive); 150 (Speeches/meeting papers)  
 RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; Ohio

JOURNAL ANNOUNCEMENT: RIEDEC1991

The Techniques of Responsive Intervention to Validate Effective Teaching (TRIVET) program is a year-long staff development training program involving principals and lead teachers in a collaborative effort to improve classroom instruction. The program provides an opportunity to develop the competencies necessary to effectively appraise classroom teaching and prescribe strategies for improvement. Since the goal of teacher appraisal is the improvement of instruction, this program offers a process which allows administrators to impact what happens in classrooms. Retraining administrators and lead teachers entails the use of a systematic research-based approach to classroom appraisal and lesson analysis. The training approach includes: (1) a preservice observation conference; (2) script-taping; (3) a post-observation conference; and (4) an action plan. Through appropriate diagnosis and development of prescriptions for improvement, the administrator demonstrates a knowledge of good instruction. The overall implication is that by offering suggestions for improved classroom instruction, the principal can facilitate increased teacher effectiveness and the achievement of students can be enhanced. (LL)

DESCRIPTORS: College School Cooperation; Elementary Secondary Education; Higher Education; \*Inservice Teacher Education; \*Instructional Improvement; \*Instructional Leadership; Literature Reviews; Master Teachers; Principals; \*Staff Development; \*Supervisory Training; \*Teacher Effectiveness; Teacher Evaluation; Teacher Improvement

IDENTIFIERS: TRIVET Program

14/9/19 (Item 19 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.  
 00766010 ERIC NO.: ED332366 CLEARINGHOUSE NO.: EA023028

A Teacher Appraisal System for the Development of Shared Instructional Leadership and Effective Classroom Instruction.

Crisci, Pat E.; And Others

55pp.

1991 (19910000)

NOTES: Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, March 1991).  
 EDRS Price MF01/PC03 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 150 (Speeches/meeting papers)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; Ohio

JOURNAL ANNOUNCEMENT: RIEOCT1991

Essential elements of **teacher** preparation programs should become the foundation of instructional leader training. Techniques of Responsive Intervention to Validate Effective Teaching (TRIVET) is an administrative training program that provides instructional leaders with the skills and knowledge to collect data, diagnose instructional effectiveness, and prescribe improvement strategies in **classroom** teaching appraisal. During the year-long program, principal- teacher teams collaborate to enhance instruction and learn the four processes involved in data collection and analysis: pre-observation conferences to gather lesson plan information; script-tapings to record lesson activities; post-observation conferences to discuss teaching behaviors; and action plans to determine improvement strategies. Nearly 300 principals and **teachers** have participated since 1988. To determine TRIVET's effectiveness, each participants' pre- and post- teaching analysis test scores, program appraisal, written work, reports of **classroom** practice changes, and **teacher** effectiveness profiles were analyzed. Test scores were significantly higher and the program was enthusiastically appraised. **Teachers** reported changes such as better planning for **classroom** activities. (110 references) (EJS)

DESCRIPTORS: Administrator Guides; Administrator Responsibility; Administrator Role; \* **Classroom** Observation Techniques; Elementary Secondary Education ; \*Faculty Development; Faculty Evaluation; Instructional Effectiveness; Instructional Improvement; \*Instructional Leadership ; \*Lesson Observation Criteria; **Teacher** Administrator Relationship; \* **Teacher** Evaluation

14/9/23 (Item 23 from file: 437)

DIALOG(R)File 437:Education Abstracts

(c) 2003 The HW Wilson Co. All rts. reserv.

0082054 H.W. WILSON RECORD NUMBER: BEDI86013619

Teacher authority in the classroom : a plan for action

Shrigley, Robert L

NASSP Bulletin (NASSP Bull) v. 70 (May '86) p. 65-71

DOCUMENT TYPE: Feature Article ISSN: 0192-6365

LANGUAGE: English

RECORD STATUS: New record

DESCRIPTORS:

14/9/24 (Item 24 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

00578960 ERIC NO.: ED252970 CLEARGINGHOUSE NO.: EA017485

Effective Schools Research: A Guide to School Improvement. ERS Concerns in Education.

Robinson, Glen E.;

CORP. SOURCE: Educational Research Service, Arlington, VA. (FGK23985)

33pp.

February 1985 (19850200)

AVAILABLE FROM: Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 226-00005; \$6.00).

Document Not Available from EDRS.

LANGUAGE: English

DOCUMENT TYPE: 70 (Information Analysis)

RECORD TYPE: ABSTRACT

Serial 10/016905

July 10, 2003

File 141:Readers Guide 1983-2003/May  
 File 88:Gale Group Business A.R.T.S. 1976-2003/Jul 03  
 File 47:Gale Group Magazine DB(TM) 1959-2003/Jul 02  
 File 13:BAMP 2003/Jun W4  
 File 15:ABI/Inform(R) 1971-2003/Jul 09  
 File 436:Humanities Abs Full Text 1984-2003/May  
 File 75:TGG Management Contents(R) 86-2003/Jun W4  
 File 122:Harvard Business Review 1971-2003/Jun  
 File 476:Financial Times Fulltext 1982-2003/Jul 10  
 File 622:EIU Magazines 2000-2003/Jul 09  
 File 623:Business Week 1985-2003/Jul 09

Set	Items	Description
S1	1150188	MODEL????
S2	24723	PLAN(2N)ACTION
S3	1138247	SKILL? ? OR ABILITY OR ABILITIES
S4	1502220	LEADER???? OR LEADING OR PROFESSIONALISM
S5	1265153	THINKING OR PLANNING OR SETTING(N)EXPECTATION?
S6	1214309	RELATING OR RELATIONSHIP? ? OR COMMUNICATION
S7	847043	TEACHING OR TRAINING
S8	2242728	MANAGING OR MANAGEMENT
S9	18533	S3(2N)S4
S10	10203	S3(2N)S5
S11	23341	S3(2N)S6
S12	29515	S3(2N)S7
S13	37447	S3(2N)S8
S14	722	S1(S)S2
S15	18	S14(S)S9:S13
S16	16	RD (unique items)
S17	4	S16/2002:2003
S18	12	S16 NOT S17
S19	12	Sort S18/ALL/PD,D

19/8/4 (Item 4 from file: 75)

DIALOG(R)File 75:(c) 2003 The Gale Group. All rts. reserv.  
 00206987 SUPPLIER NUMBER: 20219193 (USE FORMAT 7 FOR FULL TEXT)  
 (Com-mu'-ni-ca'-tion) So what's new? (organizational communication)

Dec, 1997

WORD COUNT: 1710 LINE COUNT: 00141

SPECIAL FEATURES: other; illustration

FILE SEGMENT: MC File 75

INDUSTRY CODES/NAMES: ADV Advertising, Marketing and Public Relations;

BUSN Any type of business

DESCRIPTORS: Organizational communication--Models

#455 X96

19/3,AB,K/1 (Item 1 from file: 13)

DIALOG(R)File 13:BAMP  
 (c) 2003 Resp. DB Svcs. All rts. reserv.  
 1188305 Supplier Number: 02667601

Technical Wizards, Lousy Managers: Avoiding Disasters in Promoting and Hiring IT Management

(IT managers need several qualities in order to be successful; among the things they need to do include rejecting and discarding flawed assumptions, and prestigious technical tracks have to be created)

Article Author(s): Gupta, Uma G; Braunstein, Dan

Information Strategy: The Executive's Journal, v 17, n 2, p 16-21

Winter 2001

COMPLETED

DOCUMENT TYPE: Journal ISSN: 0743-6813 (United States)

LANGUAGE: English RECORD TYPE: Abstract

## ABSTRACT:

The article describes some key qualities of successful IT (information technology) managers and a management **model** for classifying them to minimize their impact on the company. A bad boss is one of the primary reasons for high employee turnover in IT. Companies that ignore this problem do so at their own peril. To ensure that only the most qualified become IT managers, companies can do certain things. Reject and discard the flawed assumption that individuals with excellent technical expertise will naturally transition into excellent managers. Solicit feedback from employees and ensure that managers carefully review and develop an **action plan** for self-improvement. The identification of effective team **management skills** potentially present in highly skilled technical employees constitutes important business for IT human resources management.

## 19/3,AB,K/2 (Item 2 from file: 88)

DIALOG(R)File 88:Gale Group Business A.R.T.S.

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05376981 SUPPLIER NUMBER: 60903026

The Model Leader. (Review) (book review)

Journal of Environmental Health, 62, 7, 26

March, 2000

DOCUMENT TYPE: Review ISSN: 0022-0892 LANGUAGE: English

RECORD TYPE: Fulltext

WORD COUNT: 151 LINE COUNT: 00016

... leadership theory into practice.

By identifying 25 competencies that contribute to leadership and providing a **model** for each competency Hitt allows readers to evaluate their strengths and weaknesses. Then, through the book's unique Leadership Agenda, readers develop a personal **action plan** to improve **leadership skills**...

## 19/3,AB,K/5 (Item 5 from file: 15)

DIALOG(R)File 15:ABI/Inform(R)

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01080880 97-30274

The Lifetime Career Manager: New Strategies for a New Era

Tapp, Shelley R

Journal of Personal Selling &amp; Sales Management v15n3 PP: 77-78 Summer 1995 ISSN: 0885-3134 JRNL CODE: JPN

WORD COUNT: 843

ABSTRACT: The Lifetime Career Manager: New Strategies for a New Era, by James C. Cabrera and Charles F. Albrecht, Jr., is reviewed.

...TEXT: The seven steps include self-assessment, goal and objective setting, alignment of objectives, market assessment, **skill strengthening**, **action planning**, and **plan implementation** and review. Clearly, this process owes much to any of the **models** of strategic planning a student might find in any managerial marketing text. But the application...

## 19/3,AB,K/6 (Item 6 from file: 88)

DIALOG(R)File 88:Gale Group Business A.R.T.S.

(c) 2003 The Gale Group. All rts. reserv.

03504340 SUPPLIER NUMBER: 16464748

Principals as facilitators for school site-based management team.

Smaby, Marlowe H.; Harrison, Thomas C.; Nelson, Mark

counselors is established. Rapport is necessary for the clients to be able to tell their stories and outline their business plans. In stage 2, Challenge and Focus, the aim is not necessarily to bring about a shift in the clients' thinking but to challenge the clients' description and outline and to check out the clients' commitment, resources, and skills. In this stage, the counselors need to focus the clients upon those aspects of the business ideas that require most attention. In stage 3, Resourcing and Action, clients and counselors work to achieve 3 overall aims: 1. to choose the best route forward, 2. to agree on a plan of action, and 3. to use all available resources and support. The 2 areas of business counselor competency stressed are interpersonal and communication skills and analytical and problem-solving skills.

19/3, AB, K/11 (Item 11 from file: 15)   
DIALOG(R) File 15: ABI/Inform(R)  
(c) 2003 ProQuest Info&Learning. All rts. reserv.  
00164391 82-05952

(FT) 148  
15/3

Managerial Performance: You're Good but Can Be Better  
Miteff, John

Canadian Manager v7n1 PP: 5-8 Jan/Feb 1982 ISSN: 0045-5156 JRNLD CODE: CMA

ABSTRACT: Any personality type can become a more effective manager if the desire to improve is there and if the individual goes through the cycle of managerial growth. This cycle consists of: 1. learning basic management skills, 2. practicing them, 3. getting performance feedback from co-workers, 4. receiving coaching on performance from superiors and peers, and 5. continuing this process over time. Seneca College's "Seneca Needs Assessment Program" (SNAP) helps upgrade management performance through profiles that assess managers and supervisors individually. It is based on the "Performance Effectiveness Model", which not only maintains what is achieved but how it is achieved. In SNAP, questionnaires are given to 6 of a manager's co-workers so they can rate the manager in various areas, like communications and leadership. A personal, confidential profile is made from this. The center helps the managers analyze their profiles. The individual managers develop an action plan and receive coaching/counselling from the center.

Serial 10/016905

July 10, 2003

File 350:Derwent WPIX 1963-2003/UD,UM &UP=200342

File 347:JAPIO Oct 1976-2003/Feb(Updated 030603)

File 371:French Patents 1961-2002/BOPI 200209

Set Items Description

S1 1 AU='VON DER GEEST T'

**S2 1 AU='GEEST M.V D' [not relevant]**

S3 2 AU='NISBET K'

S4 5 AU='HOBBY R' OR AU='HOBBY R B' OR AU='HOBBY R T'

S5 78 AU='JOHNSON R H' OR AU='JOHNSON R H B'

S6 3 TEACH??? AND LEADERSHIP

S7 0 S1:S5 AND S6

S8 16957 TEACH???

S9 87 S1:S5

S10 0 S8 AND S9

S11 112 LEADERSHIP

S12 0 S9 AND S11

File 348:EUROPEAN PATENTS 1978-2003/Jun W04

File 349:PCT FULLTEXT 1979-2002/UB=20030626,UT=20030619

Set Items Description

S1 19 AU='GEEST'

File 1:ERIC 1966-2003/Jun 17  
 File 121:Brit.Education Index 1976-2003/Q2  
 File 437:Education Abstracts 1983-2003/May  
 File 476:Financial Times Fulltext 1982-2003/Jul 03  
 File 710:Times/Sun.Times(London) Jun 1988-2003/Jul 02  
 File 711:Independent(London) Sep 1988-2003/Jul 03  
 File 756:Daily/Sunday Telegraph 2000-2003/Jul 03  
 File 757:Mirror Publications/Independent Newspapers 2000-2003/Jul 03

Set	Items	Description
S1	1	AU='HOBBY RUSSELL'
S2	1	AU='JOHNSON REBECCA'
S3	1	AU='JOHNSON R.'
S4	1	AU='LAMS'
S5	3	S2:S4
S6	0	VON()DER()GEEST OR VONDER()GEEST
S7	0	KATHARINE(2W)NISBET
S8	5	RUSSELL()HOBBY
S9	80	REBECCA(2W)JOHNSON
S10	0	(STEVE OR STEPHEN)()LAMS
S11	85	S8:S9 NOT S1:S4
S12	84	RD (unique items)
S13	1554576	TEACH??? OR EDUCAT????
S14	627136	LEADER????
S15	12	S12 AND S13
S16	8	S12 AND S14
S17	5	S15 AND S16
S18	5	RD (unique items)
S19	10	S15:S16 NOT S17
S20	10	RD (unique items)
S21	10	Sort S20/ALL/PY,D

## 1/7/1 (Item 1 from file: 121)

DIALOG(R)File 121:Brit.Education Index  
 (c) 2003 British Education Index. All rts. reserv.  
 00215657 SUBFILE: British Education Index (BEI)  
 What does it feel like to learn in our schools? Evidence for a national  
 development agenda  
 Hobby Russell  
 Education Journal; No.66: 2003  
 PUBLICATION YEAR(S): 2003  
 PHYSICAL DESCRIPTION: p29-31

## 5/7/1 (Item 1 from file: 121)

DIALOG(R)File 121:Brit.Education Index  
 (c) 2003 British Education Index. All rts. reserv.  
 00194090 SUBFILE: British Education Index (BEI)  
 "Damn the Dean and his funnel !": assessment and the expanded text in  
 higher education  
 Johnson Rebecca , Sambell, Kay  
 Use of English; Vol.49,no.3: Summer 98  
 PUBLICATION YEAR(S): 1998  
 PHYSICAL DESCRIPTION: p238-247

## 5/7/2 (Item 2 from file: 121)

DIALOG(R)File 121:Brit.Education Index  
 (c) 2003 British Education Index. All rts. reserv.

00104747 SUBFILE: British Education Index (BEI)

**Chinese in-service education : revolution and development**

Jackson Raymond.

Br. J. In-Service Educ.; Vol.3: Summer 77

PUBLICATION YEAR(S): 1977

PHYSICAL DESCRIPTION: p.175-181

ISSN: 03057631

18/7/2 (Item 1 from file: 711)

DIALOG(R)File 711:Independent (London)

(c) 2003 Newspaper Publ. PLC. All rts. reserv.

11698104

**LETTER: SPECIALIST SCHOOLS**

Independent (IN) - Wednesday, July 17, 2002

By: Russell Hobby

Edition: FOREIGN Section: Comment Page: 15

Word Count: 217

TEXT:

Sir: I welcome yesterday's decision by the Chancellor to invest in better **leadership** in 1,400 schools (report, 16 July). Our own research demonstrates a strong link between the quality of **leadership** in schools and the academic achievements of their pupils. Put bluntly, money spent on reform is wasted unless **leaders** at every level of **education** have the resources and training to implement change effectively.

The **leadership** challenge in **education** is immense. We tested the competencies of 200 chief executive officers from multinational companies against the Model of Excellence used to develop heads in their national training programme. Fewer than 50 per cent of the CEOs passed.

School **leadership** that delivers results develops **teachers** and builds a culture in which knowledge can be shared - where people have the freedom and motivation to do what they know is right. When we invest in **leadership** we ought to create opportunities for **leaders** to understand the climate of their school and their impact upon it. It's not about management training, but about behaviour, values and motivation. This sort of transformation cannot be sustained by funding alone - it is self-directed change. The DfES and LEAs need to create conditions where **leaders** can pursue their own learning and share the results across the system.

**RUSSELL HOBBY**, Senior Consultant, Hay Group, London SW1

18/7/4 (Item 1 from file: 756)

DIALOG(R)File 756:Daily/Sunday Telegraph

(c) 2003 Telegraph Group. All rts. reserv.

00130448 636506701 (THIS IS THE FULLTEXT)

**Best schools run by 'grey-haired revolutionaries'**

Liz Lightfoot Education Correspondent

Daily Telegraph, p6

Monday, May 13, 2002

WORD COUNT: 356

TEXT:

THE most successful schools are run by "grey-haired revolutionaries" who have little regard for the Government's agenda. These inspirational head **teachers** share an obstinate determination to do things their way, even when it brings them into conflict with others. They are willing to take risks, but are not reckless and they are driven by deep personal and moral conviction. A study of the common attributes of a group of heads running schools graded A\* by Ofsted found them united by an entrepreneurial spirit. The days when heads

were glorified **teachers** called in to cover for absent staff and conduct dinner duty has long gone. Mainly in their late 40s or 50s, the heads shared many characteristics, including "an almost complete indifference to externally imposed agendas". **Russell Hobby** of The Hay Group, which carried out the study for Head **Teachers** and Industry, the **education** charity, said: "Their goals were about changing year groups, communities or generations, about improving self esteem and aspirations rather than exam results." Their form of **leadership** was not for the faint hearted, said the report to be published tomorrow. They tended to possess a towering self confidence and the courage to break through traditional and institutional thinking and relationships to pursue a different agenda. Their rule-breaking mentality was a highly attractive but disturbing quality. "In the world of **education**, with a pervasive regime of standards, statutes and regulations, stretching this characteristic to its limits can bring heads into direct conflict with the authorities," said the report -

No Barriers, No Boundaries. David Triggs, 49, head of Greensward College in Hockley, Essex, pushed through a five-term year at his school in the face of opposition from the unions, some vociferous parents and the **education** authority. Two years on he says it is popular with pupils and **teachers** who see the benefit of shorter terms divided by a two-week break. " **Teachers** cannot live in the past with outside toilets and dusty chalk boards, we have to embrace the future and you don't do that by waiting for Estelle Morris (the **Education** Secretary) to come up with a master plan," said Mr Triggs.

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18/3,AB,K/1 (Item 1 from file: 710)

DIALOG(R) File 710:Times/Sun.Times(London)

(c) 2003 Times Newspapers. All rts. reserv.

14553191

**CEOS LEARN A LESSON IN LEADERSHIP ;PREMIER EXECUTIVE**

Times of London (TL) - Thursday, February 22, 2001

By: Stephen Hoare

Section: Features

Word Count: 851

TEXT:

According to a new report, business **leaders** would find it far tougher being a head **teacher** , writes Stephen Hoare

We all know that head **teachers** perform daily miracles to raise educational standards, turn round failing schools or simply keep one step ahead of the present **teacher** recruitment crisis. However, now research from management consultancy Hay McBer has revealed just how difficult...

Published at the end of last year, the report **Lessons in Leadership** concludes that if you could sit the chief executive of any leading blue chip company...

...only have a modest chance of doing an outstanding job.

Hay McBer compared 200 business **leaders** and 200 head **teachers** against a model of **leadership** . Researchers found heads were not only more flexible, switching from one management style to another...

... for any average CEO to replicate. Mr Atkinson combines the skills of being an excellent **teacher** with a shrewd strategist.

He says: "The job is about people management and organisational skills. It's not just a question of **teachers** working harder and faster - it's applying resources in an intelligent and focused way."

Like the head **teachers** who took part in the Hay McBer research, Mr Atkinson can switch from one management...

...people to account, or he could switch to being patient and supportive to

help a **teacher** who is having trouble with a difficult class.

"I describe managing a school like sailing...

...time."

Hay McBer found that heads were strong on the authoritative and coaching styles of **leadership** and tended to set clear expectations and focus on raising the capabilities of their staff. By contrast, the consultancy discovered CEOs tended to overestimate their **leadership** qualities and were nowhere near as democratic as they believed.

Mr Atkinson is responsible for...

...both public and private sectors results are measured and benchmarked.

Bob Wicks, CEO of the **teacher** recruitment agency Select **Education**, has spent a long career in the private sector and admits he would be hard-pressed to outperform the head **teachers** that make up his main client group. "The majority of heads demonstrate good people skills..."

... school governor for the past eight years, Mr Wicks has learned a few lessons of **leadership** from head **teachers**. "Some people would call me hands-on. I'm very involved with my management teams..."

... to take on this responsibility. I am more of a strategist and a visionary."

Select **Education** has been awarded Investors in People status - which means training and career development come high...

... level 5 in English at the end of key stage three SATs (standard assessment tasks).

Russell **Hobby**, senior consultant for Hay McBer, says the reason that heads score so highly in the **leadership** stakes is their ability to adapt to constant change. "Business **leaders** are very good at continuous improvement and communicating a vision of excellence. Heads are good at fostering development and teamwork. Their strength as **leaders** is created by the constraints they have to work within. Businesses need a lot of what head **teachers** can offer."

18/3,AB,K/5 (Item 1 from file: 757)

DIALOG(R)File 757:Mirror Publications/Independent Newspapers

(c) 2003. All rts. reserv.

00082755 758313266

Young leaders with vision have potential for reward

Independent, p7

Wednesday, December 20, 2000

JOURNAL CODE: MIN LANGUAGE: ENGLISH RECORD TYPE: FULLTEXT

DOCUMENT TYPE: NEWSPAPER

WORD COUNT: 800

TOMORROW'S **LEADERS** could learn a few lessons from head **teachers**, a report by management consultancy Hay McBer has found. "Head **teachers** use a broader and more versatile range of skills than business **leaders**," says Russell **Hobby**, co-author of the research.

Entitled "Lessons in **Leadership**", the report compared 200 **leaders** in business and 200 head **teachers** against a model of effective **leadership**. It found that only two-thirds of business **leaders** could build teams and effectively develop the capabilities of their staff, compared with all the head **teachers**.

Six different styles of management are identified in the study. The most effective **leaders** tailor these according to different situations. As a group, head **teachers** tend to draw on four **leadership** styles, while the best business **leaders** tend to rely on just one or two. "Business **leaders** are most likely to use a pace-setting style that sets a tough target and expects others to achieve it by following their lead. Head **teachers**,

however, are much more likely to use supportive styles - setting out clear expectations and supporting...

...techniques, says Kieran Pynter, UK senior partner of PricewaterhouseCoopers, which is currently running its annual **Leaders of Tomorrow** competition - an event that aims to identify under 22-year-olds who are...

...Indeed, one recent survey from internet communications group Energis found that the **leadership** style of Sir Alex Ferguson, Manchester United manager, is the most admired by the UK...

...sports people - including the sailors Pete Goss and Tracey Edwards - have even taken to advising **leaders** in the areas of community and business by sharing their secrets...

...of turning to a broader spectrum of professions has come about because our perceptions of **leadership** have changed. "A decade ago the concept of **leadership** was seen as rather macho and military," he explains. "Now it is back in fashion..."

...it has taken on a range of different definitions, with a wider range of effective **leadership** styles than ever."

Mr Pynter points to James Stewart, winner of last year's **Leaders of Tomorrow** competition. "An aspiring biomechanics engineer who has just started at Cambridge, Mr Stewart..."

21/7/6 (Item 6 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

01056160 ERIC NO.: ED443367 CLEARINGHOUSE NO.: HE033132

Benchmarking and Threshold Standards in Higher **Education** . Staff and Educational Development Series.

Smith, Helen, Ed.; Armstrong, Michael, Ed.; Brown, Sally, Ed.; CORP. SOURCE: Staff and Educational Development Association, Birmingham (England). (BBB32206)

288pp.

1999 (19990000)

ISBN: 0-7494-3033-8

AVAILABLE FROM: Stylus Publishing, LLC, P.O. Box 605, Herndon VA 20172-0605; Tel: 703-661-1581; Tel: 800-232-0223 (Toll Free); Fax: 703-661-1501.

Document Not Available from EDRS.

LANGUAGE: English

DOCUMENT TYPE: 10 (Book); 20 (Collected works--General)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: United Kingdom; England

JOURNAL ANNOUNCEMENT: RIEJAN2001

TARGET AUDIENCE: Practitioners

This book explores the issues involved in developing standards in higher **education** , examining the practical issues involved in benchmarking and offering a critical analysis of the problems associated with this developmental tool. The book focuses primarily on experience in the United Kingdom (UK), but looks also at international activity in this area. The 19 essays are organized in four sections: benchmarking rationales and threshold standards; operational issues; UK perspectives on the development and use of benchmarks; and international perspectives. Titles are: "Historical and Contextual Perspectives on Benchmarking in Higher **Education** " (Michael Armstrong); "How Can Threshold Standards Assure and Enhance Quality?" (Sally Brown); "Benchmarking Theory--A Framework for the Business World as a Context for its Application in Higher **Education** "

(Alex Appleby); "Benchmarks and Templates--Some Notes and Queries from a Sceptic" (Sinclair Goodlad); "Describing Higher **Education** --Some Conflicts and Conclusions" (Jenny Moon); "Institutional Comparisons--Reality or Illusion?" (Harvey Woolf); "Benchmarking across Subjects in an Institution" (J.P. Margham and S. Jackson); "The Business Approach to Benchmarking--An Exploration of the Issues as a Background for Its Use in Higher **Education**" (David Yarrow); "UK Experiences in the Development of Benchmarking and Threshold Standards" (Ian Haines); "Benchmarking in Law" (John Bell); "Collaborative Accreditation--Benchmarking in a Professional and Academic Partnership To Recognize Programmes of Continuing Professional Development: A Case Study" (Sally Gosling); "Benchmarking, Assessment, and the Multidisciplinary Curriculum" (Rebecca Johnson); "Towards Multidisciplinary Benchmarking" (Stuart Billingham); "International Benchmarking--Fact or Fantasy?" (Helen Smith); "The United States' Perspective on, and Experiences of, Performance Indicators and Threshold Standards--How Is Quality Determined?" (T. Dary Erwin); "Assuring Standards in New Zealand's Universities" (David Woodhouse); "Benchmarks and Threshold Standards--A New Zealand Polytechnic's Perspective on the Approach" (Nick Zepke, Guyon Neutze, and Linda Leach); "Approaches to Degree Standards and Quality Assurance in Post-Apartheid South African Higher **Education**--Comparative Perspectives" (Digby Warren); and "How Can Benchmarking Work to Best Effect in Higher **Education** ?" (Sally Brown). (Most selections contain references.) (CH)

21/7/8 (Item 8 from file: 1)

DIALOG(R)File 1:ERIC

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00985569 ERIC NO.: ED419167 CLEARGINGHOUSE NO.: CE076478

Strategies for Promoting Pluralism in **Education** and the Workplace.

Welch, Lynne Brodie, Ed.; Cleckley, Betty Jane, Ed.; McClure, Marilyn, Ed. 218pp.

1997 (19970000)

ISBN: 0-275-95675-X

AVAILABLE FROM: Praeger Publishers, 88 Post Road West, Westport, CT 06881.

Document Not Available from EDRS.

LANGUAGE: English

DOCUMENT TYPE: 10 (Book)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; New York

JOURNAL ANNOUNCEMENT: RIEOCT1998

The following papers are included: "Multiculturalism: A Matter of Essentiality" (Betty Jane Cleckley assisted by Boyd Evans and Jonathan Porter); "A Deconstructionist Approach to Multicultural **Education**" (Susan Marnell Weaver); "Intercultural Communication Competence: A Strategy for a Multicultural Campus" (Bertram W. Gross); "Strengthening Diversity Initiatives Using Cross-Cultural Communication Theory" (Roberto A. Duncan); "Barriers and Facilitators to Managing Workplace Diversity" (R. Roosevelt Thomas, Jr.); "Managing Workplace Diversity" (Greer Dawson Wilson); "One University's Attempts to Promote Pluralism (1965-1995)" (Mary McDonough, Edwina Pendarvis, Aimee Howley); "Cultivating Multiculturalism in the Faculty: A Minority Fellowship Program" (Karen P. Baker, Ronald B. Childress); "Unity in Diversity Promotes Pluralism" (Paul Herron); "Methods and Examples of Integrating Multiculturalism in the Classroom" (Maccamas M. Ikpah assisted by Stephanie A. McLean and Xua-xin Xu); "What's Love Got to Do with It: Strategies for **Teaching** in Multilingual and Multicultural Classrooms" (Dolores Johnson); "Study Abroad in Higher **Education** Today"

(Clair Matz); "Promoting Pluralism through Service Learning" (Lynne Brodie Welch); "The Role of the Academic Librarian in Promoting Pluralism in Education" (Elizabeth Burns); "Multiculturalism, and Journalism and Mass Communication: Sensitizing Future Communicators" (Rebecca J. Johnson); "Integrating Multiculturalism into a Mass Communication Curriculum" (Maria E. Carrington); "Transforming Nursing for Culturally Sensitive Care" (Judith P. Sortet); "Rural Appalachian Culture: Nursing Student Perceptions" (Jane C. Fotos); "Cultural Commitment and Attitudes of African-Americans toward Seeking Counseling Services" (Jessamine M. Montero, Elaine Baker); "Community, Culture, and Reckless Lives in West Virginia: Why Multiculturalism Is beside the Point" (Robert Bickel); and "Evaluating Social Programs for Third World Countries: A Multidimensional Development Evaluation Model" (Girmay Berhie). (A selected bibliography contains 32 references.) (MN)

File 1:ERIC 1966-2003/Jun 17  
File 6:NTIS 1964-2003/Jul W1  
File 7:Social SciSearch(R) 1972-2003/Jul W1  
File 11:PsycINFO(R) 1887-2003/Jul W1  
File 49:PAIS Int. 1976-2003/May  
File 142:Social Sciences Abstracts 1983-2003/May  
File 35:Dissertation Abs Online 1861-2003/Jun  
File 111:TGG Natl.Newspaper Index(SM) 1979-2003/Jul 02  
File 121:Brit.Education Index 1976-2003/Q2  
File 437:Education Abstracts 1983-2003/May  
File 473:FINANCIAL TIMES ABSTRACTS 1998-2001/APR 02  
File 475:Wall Street Journal Abs 1973-2003/Jul 09

Set	Items	Description
S1	1326230	MODEL????
S2	7117	PLAN(2N)ACTION
S3	723526	SKILL? ? OR ABILITY OR ABILITIES
S4	391868	LEADER???? OR LEADING OR PROFESSIONALISM
S5	692165	THINKING OR PLANNING OR SETTING(N)EXPECTATION?
S6	1312082	RELATING OR RELATIONSHIP? ? OR COMMUNICATION
S7	923253	TEACHING OR TRAINING
S8	1101593	MANAGING OR MANAGEMENT
S9	6146	S3(2N)S4
S10	465146	8
S11	110152	S3(2N)S4:S8
S12	58	S1 AND S2 AND S11
S13	19	S1(S)S2(S)S11
S14	18	RD (unique items)
S15	2	S14/2002:2003
S16	16	S14 NOT S15
S17	16	<b>Sort S16/ALL/PY,D</b>
S18	39	S12 NOT S13
S19	1	S18/2002:2003
S20	38	S18 NOT S19
S21	16	S20 AND S1/TI,DE
S22	15	RD (unique items)
S23	15	<b>Sort S22/ALL/PY,D</b>
S24	48283	LEADERSHIP/TI
S25	48282	S24 NOT S12
S26	23	S12 NOT (S13 OR S21)
S27	0	S24 AND S26
S28	23	S26
S29	23	RD (unique items)
S30	1	S29/2002:2003
S31	22	S29 NOT S30
S32	22	<b>Sort S31/ALL/PY,D</b>

17/6/1 (Item 1 from file: 1)

01148298 ERIC NO.: ED470118 CLEARGINGHOUSE NO.: IR021557

Instructional Design Issues Facing E-Learning: East Meets West.  
November 2001 (20011100)

17/6/4 (Item 4 from file: 1)

00953037 ERIC NO.: ED401697 CLEARGINGHOUSE NO.: EC305198

The Conciliation Project [Videotape].  
1996 (19960000)

17/6/5 (Item 5 from file: 35)  
01462863 ORDER NO: AADAA-I9605131  
COMMUNITY COALITIONS FOR TOBACCO CONTROL: FACTORS INFLUENCING  
IMPLEMENTATION (LEADERSHIP, ORGANIZATIONAL STRUCTURE, MEMBER PARTICIPATION)  
Year: 1995

17/6/6 (Item 6 from file: 1)  
00920210 ERIC NO.: ED388449 CLEARINGHOUSE NO.: PS023807  
Student-Led Conferences: Encouraging Student-Parent Academic Discussions.  
November 1995 (19951100)

17/6/9 (Item 9 from file: 1)  
00728024 ERIC NO.: ED312499 CLEARINGHOUSE NO.: CE053665  
A Restructured Model for Secondary Vocational Education. A Report Submitted  
to Governor Rudy Perpich and the 1989 Minnesota State Legislature.  
December 09, 1988 (19881209)

17/6/10 (Item 10 from file: 1)  
00694744 ERIC NO.: ED297251 CLEARINGHOUSE NO.: CG021033  
Career Development Needs of Students.  
May 1988 (19880500)

17/6/11 (Item 11 from file: 1)  
00666836 ERIC NO.: ED288171 CLEARINGHOUSE NO.: CG020346  
Choice or Chance: A Career Decision-Making Workshop for Undecided Majors.  
February 1987 (19870200)

17/6/13 (Item 13 from file: 1)  
00695393 ERIC NO.: ED297900 CLEARINGHOUSE NO.: RC016651  
Employment Programs for Rural Women.  
1985 (19850000)

17/6/14 (Item 14 from file: 1)  
00579593 ERIC NO.: ED253603 CLEARINGHOUSE NO.: UD024037  
Improving Academic Skills of Urban Students. Proceedings of the Conference  
of the University/Urban Schools National Task Force. (6th, San Diego,  
California, November 2-3, 1984).  
1985 (19850000)

17/6/15 (Item 15 from file: 1)  
00344133 ERIC NO.: ED154962 CLEARINGHOUSE NO.: RC010527  
Facilitator's Manual - Aztlan en Kansas: Asistencia Tecnologica  
(Technological Assistance to Mexican American People in Kansas.)  
July 1977 (19770700)

17/6/16 (Item 16 from file: 1)  
00040979 ERIC NO.: ED026318 CLEARINGHOUSE NO.: SP002167  
Appendix M. Research Utilization and Problem Solving  
October 1968 (19681000)

17/7,K/2 (Item 2 from file: 437)  
DIALOG(R)File 437:Education Abstracts  
(c) 2003 The HW Wilson Co. All rts. reserv.  
Student empowerment through student-led conferences; at Center Middle  
School  
Hackmann, Donald G

Kenworthy, James; Nibbelink, Sharon  
Middle School Journal (Middle Sch J) v. 30 nol (Sept. '98) p. 35-9  
DOCUMENT TYPE: Feature Article ISSN: 0094-0771  
ABSTRACT: Part of a focus section on creating community and collaborative arrangements. The writers describe the student-led conferencing **model** developed at Center Middle School, Kansas City, Missouri, that engages students as active participants in facilitating their conferences with parents and teachers. Before the conferences, team teachers and school counselors teach students the necessary **leadership skills** to facilitate their conferences, students compile packets that include the relevant information they wish to share with their parents, and parents are encouraged to prepare for the conferences. Conferences are scheduled in 20-minute blocks and involve students and parents identifying solutions and developing a **plan0 of action** for the future. After the conferences, parents and students evaluate the effectiveness of the student-led format. To date, the evidence indicates that the student-led conference **model** is highly successful.

17/7,K/3 (Item 3 from file: 437)

DIALOG(R)File 437:Education Abstracts  
(c) 2003 The HW Wilson Co. All rts. reserv.

Thinking about thinking

Ulsenheimer, Jeanine H

Bailey, Donna; McCullough, Eleton M

The Journal of Continuing Education in Nursing (J Contin Educ Nurs) v. 28  
(July/Aug. '97) p. 150-6

DOCUMENT TYPE: Feature Article ISSN: 0022-0124

ABSTRACT: Background: The nursing leadership at a 900-bed tertiary-care facility in the southeast believed an opportunity existed to improve the critical **thinking abilities** of the professional nursing staff. Method: A team, consisting of a diversified group of nurse educators and managers, had the opportunity to gain understanding of the critical thinking process of the nursing staff as well as to develop a plan designed to improve critical **thinking skills**. Results: Outputs of the team included development of a critical thinking **model** and process as well as an **action plan** that specifically outlined how it would implement the **model** within the organization using a preceptor-based educational process.

Conclusion: Nursing leadership within this facility believes that nurturing critical thinking in the staff will have a positive impact on care delivery outcomes. Creating shared visions through the assumptions that the staff and organization hold is important to improving care provided. Assisting staff with using a critical thinking process in order to construct, tear down, and then reconstruct clinical incidents as encouraged by this **model** is one key to problem-solving. Reprinted by permission of the publisher.

17/7,K/7 (Item 7 from file: 6)

DIALOG(R)File 6:NTIS  
(c) 2003 NTIS, Intl Cpyrht All Rights Res. All rts. reserv.  
2027429 NTIS Accession Number: BATT-0010/XAB

Model Leader: A Fully Functional Person

Hitt, W. D.

Battelle, Columbus, OH.

Corp. Source Codes: 098156000

Report No.: ISBN-0-935470-62-X

1993 232p

Languages: English

Journal Announcement: GRAI9724

Order this product from NTIS by: phone at 1-800-553-NTIS (U.S. customers); (703) 605-6000 (other countries); fax at (703) 321-8547; and email at [orders@ntis.fedworld.gov](mailto:orders@ntis.fedworld.gov). NTIS is located at 5285 Port Royal Road, Springfield, VA, 22161, USA.

NTIS Prices: PC\$24.95

Country of Publication: United States

In The **Model Leader**, William Hitt identifies 25 competencies that contribute to effective leadership. Each competency is brought to life through quotes from leading thinkers on leadership and real-world anecdotes that make it easy for readers to relate the competency to their professional lives. Once the characteristics of the **model leader** have been outlined, The **Model Leader** presents a unique Leadership Agenda, which gives readers the opportunity to develop a personal **action plan** to improve their **leadership skills**.

17/7, K/12 (Item 12 from file: 1)

DIALOG(R) File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.  
00600593 ERIC NO.: EJ337467 CLEARGHOUSE NO.: EA520048

**Decision Making: New Paradigm for Education.**

Wales, Charles E.; And Others

Educational Leadership, v43 n8 p37-41 May 1986  
1986 (19860000)

LANGUAGE: English

DOCUMENT TYPE: 52 (Guides--Classroom--Teacher); 80 (Journal articles); 141 (Reports--Descriptive)

RECORD TYPE: ABSTRACT

JOURNAL ANNOUNCEMENT: CIJOCT1986

TARGET AUDIENCE: Administrators; Teachers; Practitioners

Defines education's new paradigm as schooling based on decision making, the critical **thinking skills** serving it, and the knowledge base supporting it. Outlines a **model** decision-making process using a hypothetical breakfast problem; a late riser chooses goals, generates ideas, develops an **action plan**, and implements and evaluates it. (4 references) (MLH)

23/6/2 (Item 2 from file: 1)

01045458 ERIC NO.: ED405913 CLEARGHOUSE NO.: JC970215

Civic Literacy, Service Learning, and Community Renewal. ERIC Digest.  
February 1997 (19970200)

23/6/10 (Item 10 from file: 11)

01928413 1987-97933-000

Blueprints for thinking: The role of planning in cognitive development.  
1987

23/6/12 (Item 12 from file: 1)

00518578 ERIC NO.: ED229424 CLEARGHOUSE NO.: TM830325

The Development of a Critical Thinking Skills Performance Assessment:  
An Interdisciplinary Approach to Validating Achievement of School Goals.  
April 1983 (19830400)

23/7/1 (Item 1 from file: 1)

DIALOG(R) File 1:ERIC

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Serial 10/016905

July 10, 2003

01087821 ERIC NO.: ED452413 CLEARGHOUSE NO.: CE081700

Conceptual Framework of Modes of Problem Solving Action (MPSA):  
Implications for Internet Teaching and Learning.

Lai, Su-Huei

8pp.

September 2000 (20000900)

NOTES: Paper presented at the Annual International Meeting of the Chinese American Educational Research and Development Association (8th, Jamaica, New York, September 16-17, 2000).

EDRS Price MF01 Plus Postage. PC Not Available from EDRS.

LANGUAGE: English

DOCUMENT TYPE: 120 (Opinion papers); 143 (Reports--Research); 150  
(Speeches/meeting papers)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; Ohio

JOURNAL ANNOUNCEMENT: RIEOCT2001

TARGET AUDIENCE: Practitioners; Researchers; Teachers

The conceptual framework of the Modes of Problem Solving Action (MPSA) **model** integrates Dewey's pragmatism, critical science theory, and theory regarding the three modes of inquiry. The MPSA **model** is formulated in the shape of a matrix. Horizontally, there are the following modes: technical, interpretive, and emancipating. Vertically, there are following stages of problem solving: (1) clarify a problem; (2) analyze a problem; (3) generate possible solutions; (4) analyze consequences; (5) select the best solution; and (6) make an **action plan**. Technical problem solving refers to strategic action using empirical inquiry and manipulated ways of knowing or doing for the purpose of control. Interpretive problem solving refers to achieving understanding. Emancipating action refers to seeking reasonable, morally defensible, and consensus value ends and taking social action to ensure those ends. The increasing interest in distance learning has necessitated greater understanding of the variables related to the nature of teachers and students and the interactive effects of those variables on Internet teaching and learning. The conceptual framework of the MPSA **model** can provide alternative views of the paradigm shift for Internet teaching and learning and help articulate theory and practice when planning, implementing, and evaluating distance learning via the Internet. (Contains 20 references.) (MN)

23/7/3 (Item 3 from file: 1)

DIALOG(R)File 1:ERIC

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A Three-Tiered **Model** of Career Counseling Services: ERIC Digest.

Kellett, Ralph; Conger, Stuart;

CORP. SOURCE: ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC. (BBB30992); Canadian Guidance and Counselling Foundation, Ottawa (Ontario). (BBB32103)

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RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; North Carolina

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The need for lifelong career development in Canada is becoming increasingly evident as more people switch jobs. To meet this need, it has been suggested that counseling services for adults should be organized in a three-tiered structure. Such a structure would ensure that individuals have access to a counselor in accordance with their level of need. The focus of the first tier of service would be on self-exploration and career assessment. There would be a guided self-serve information system to meet widespread needs. The tier would include coached self-help, computer assistance, needs determination, group seminars, and could include special needs clients. In the second tier, more in-depth assistance would be available, such as **skill training** and information on entitlements. The third tier would include individual counseling where the clients clarify their inability to do what needs to be done, evaluate career strengths and barriers, examine assumptions which affect thoughts and actions, as well as active intervention with third parties, and the coaching and mentoring of clients. All three tiers could be housed in one location or be provided geographically by various agencies in a municipality. In addition to serving adults in transition, this program could aid secondary schools. A three-tiered career development service could provide a full range of services. (RJM)

The increasing probability that the average person will have many jobs over a lifetime is accompanied by a growing recognition of the need for lifelong career development services. To provide a coherent and articulated system for career and employment counseling, it has been suggested (Premier's Council on Lifelong Learning, 1993) that counseling services for adults should be organized in a three-tiered structure. The argument for using such a structure is to ensure that individuals have access to a counselor in accordance with the individuals' level of need. Identifying needs and offering targeted assistance is at the foundation of a tiered organizational structure.

A three-tiered organizational structure for counseling is shown in Figure 1. Services from all three tiers could be offered from a single Career Service Center, which may house the different services in one location, or be provided geographically by various agencies in a municipality. In addition to serving adults in transition, the Career Service Center would provide services to the secondary schools.

#### FIRST TIER -- CAREER EXPLORATION

The focus of the first tier of service would be on self-exploration and career assessment. There would be a guided self-serve information system to meet the widespread need for occupational, educational, and labor market information. It would be the first stop for almost all clients who currently go to varied agencies for this type of information; such clinics presently strain existing resources which provide this service, mostly via individual counseling. Some of the occupational, educational, training, and labor market information that is required can be obtained on a self-serve basis.

#### Coached Self-Help.

There are people who are not served properly by "self-serve" systems, and frequently the most needy clients are confused and intimidated by this kind of service. Therefore, it is important to have a coach to ensure that visitors can define what they want and then find it.

#### Computer Assistance.

Many people who have little difficulty in working with a computer, prefer

this mode of help. This is particularly true for clients who have developed a distrust of people in the helping professions or who have difficulty rising to the demands of interpersonal counseling. A computer system can undertake the role of performing "needs determination" interviews with clients. At the present time, Human Resources Development Canada has under development an Automated Service Kiosk (ASK) which will allow clients to explore four employability dimensions (occupational goal, training, job search and job maintenance). This methodology has great promise for first line delivery systems, and can provide a good alternative to the person who is reticent about talking with a counselor and who prefers to get started with a machine.

#### Needs Determination Interview.

Fundamental to the first tier of service is the inclusion of a career needs determination interview. By assessing needs "up front," false starts and unnecessary steps are avoided. The needs determination will help the client to recognize the services available from or through the Career Service Center and to identify what steps need to be taken next. The career needs determination interview could be conducted by a counselor or by an "expert" computer system.

#### Group Seminars.

Few clients receive group counseling, yet brief group career seminars or workshops may satisfy the needs of perhaps 75% of people seeking help. Group sessions cover the exploration of one's talents, the formulation of occupational goals, the examination of educational alternatives, the development of a plan, the learning of appropriate skills, or as a lead in to computer-assisted career guidance systems. There would be extensive use of group information and self-help sessions in the first tier of service.

Special needs clients must be connected with the right agency at the outset of service delivery. In tier one, information on entitlements for income support, housing, day care, and the like would be available from the center "coach" or from the computerized information kiosks.

#### SECOND TIER -- SELF-EXPLORATION

In the second tier, more in-depth assistance would be available. A great many people want and need more than information about education, training, and the labor market. They need to clarify their ideas about their interests, aptitudes, and personality, and how these relate to education, training, and work.

Conger, Hiebert, and Hong-Farrell (1994) found that many clients, who initially requested career information, quickly acknowledged the need to take control of their lives and overcome their self-defeating thoughts and behaviors, to learn to cope with the "hassles" of trying to improve themselves, and to believe that they really can achieve something.

Assistance may be given in small group training sessions. In some cases, guided group exploration might be appropriate. The small group work should focus on the development of skills necessary to sustain group members' motivation and overcome their self-defeating thoughts. Clients need actual skill training (demonstration, practice, and feedback, in addition to the discussion) if they are to learn how to implement the skills in their lives.

The second tier would also house entitlement officers who could handle inquiries and claims for unemployment insurance and social assistance, as well as information on other entitlements. There would be other specialized staff available to arrange testing or other diagnostic services, and to assist clients in getting placed in training programs. Some rehabilitation counseling could also be provided in the second tier of service.

### THIRD TIER -- REACHING OUT

The third tier would include individual counseling where the client clarifies his or her inability to do what needs to be done; evaluates career strengths and barriers; examines assumptions which color thoughts and actions; lists ways of overcoming barriers and of using strengths; evaluates the alternative resolution against strengths, barriers, and values; and, states a specific counseling goal or **action plan** to which the client is committed and which focuses on a relevant career concern. Another important feature in this tier of service would include an active intervention with third parties, and the mentoring and coaching of clients. Many people at risk do not have a friend who can help them through the difficult steps of actually managing their own careers. Few counselors reach out of their offices on behalf of a client to speak with family members, educators, agency officials, and employers. Counselors who have gone an "extra mile" for their clients by intervening with third parties have often found it to be the most effective and most satisfying counseling task that they have done.

### SUMMARY

The need for lifelong career development is becoming increasingly evident as more and more people switch jobs because of new forms of work organization, economic downturns, or technological changes. Many workers will become "portfolio people," frequently moving from one individual contract to another. Career counseling services generally have not been organized for the average citizen; services have typically targeted students on the one hand, or recipients of social welfare, unemployment insurance, and disability pension, on the other hand. It is now necessary to develop a system that will meet the needs of all people who want and need career counseling. It is suggested that a three-tiered career development service will provide a full range of services in a cost-effective manner while, at the same time respecting existing jurisdictions.

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DIALOG(R)File 1:ERIC

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A Centric Career Counseling Model . ERIC Digest.

Amundson, Norm;

CORP. SOURCE: ERIC Clearinghouse on Counseling and Student Services,

Greensboro, NC. (BBB30992); Canadian Guidance and Counselling Foundation, Ottawa (Ontario). (BBB32103)

4pp.

1995 (19950000)

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COUNTRY OF PUBLICATION: U.S.; North Carolina

JOURNAL ANNOUNCEMENT: RIEJUL1997

The centric **model** of career counseling was developed for use in employment counseling and takes into account psychological, social, and economic factors. Four developmental phases are used to describe movement within the centric **model**. The initial phase, readiness, establishes the working alliance between the counselor and the client. Clients must feel acknowledged, respected, and valued. In the next phase, career exploration and assessment, the focus is on the personal and the external. Personal factors include interests, values, and strengths. Clients are encouraged to develop information on the various personal factors through qualitative and quantitative assessments. Following exploration and assessment is the third phase, evaluation, compromise, and integration. There is a need to draw the information together and evaluate the viability of various options. Compromises may be necessary, which may then facilitate a new integration. Finally, in the last phase of commitment, **action planning**, and follow through, clients are ready to move forward with their plans. Counselors can facilitate movement through the phases by using a combination of good **communication skills** and structured activities. Skills such as paraphrasing, clarifying, and empathy are especially helpful in the initial phases. Progress involves back and forth movement through the phases and the use of various structured activities within a humanistic context. (RJM)

#### OVERVIEW

The centric **model** of career counseling was developed for use in employment counseling (Amundson, 1987; 1989). This approach takes into account psychological, social, and economic factors; work is viewed as one part of a total life-style.

#### DISCUSSION

Four developmental phases are used to describe movement within the centric **model**. Although these phases usually develop in a sequential fashion, counselors should expect considerable back and forth movement.

Readiness (Establishing the Working Alliance).

The initial relationship between counselor and client is critical and sets the foundation for further counseling (Gelso & Carter, 1985). Counselors need to create a "mattering" climate where the client feels acknowledged, respected, and valued (Amundson, 1993). Creating this type of climate requires attention to both physical environment and interpersonal dynamics. Within the positive relationship there is the need to assess readiness with respect to expectations, the fulfillment of basic needs, and self-esteem. For many clients there is little point in proceeding to the second phase until some basic issues are resolved. Many unemployed clients, for example, need to normalize their experiences with unemployment before beginning any form of assessment. Also, some clients have misperceptions about the nature

of career counseling and should discuss the process with their counselors prior to engaging in further activities. Whatever the issue, counselors must pay particular attention to pacing and only move forward once readiness has been attained.

#### Career Exploration and Assessment.

Here the focus is on two different domains: the personal and the external. The personal factors include interests, values, strengths (skills), limitations, and personal style. Clients are encouraged to develop information on the various personal factors through qualitative and quantitative assessments. The information can come from a consideration of each area separately, or in a more comprehensive fashion through the exploration of experiences.

The external domain includes significant others, work/leisure experiences, educational background, and labor market options. Obtaining information in these areas requires research, contact with others, and careful consideration of past experiences.

Figure 1 illustrates the above relationships [not available in this electronic format]

While each of the factors are of equal size in the diagram, the dotted lines indicate that the perceived importance of the various personal or external factors can vary considerably. For some clients the role of significant others is paramount; for others, it is of minimal interest. Assessing the relative importance of the various factors can provide interesting insights.

#### Evaluation, Compromise, and Integration.

Following exploration and assessment, there is a need to draw the information together and evaluate the viability of various options.

Compromises may be necessary, which may facilitate a new integration. It is important in this phase that clients recognize the uncertainty associated with career choice (Gelatt, 1989). Some common myths which may need to be addressed are as follows:

--Once you make a career choice you are committed for life.

--The choice you make should be totally fulfilling.

--If you choose correctly you will be guaranteed a successful future.

#### Commitment, Action Planning, And Follow Through

This last phase is based on the assumption that clients are ready to move forward with their plans. They are willing to make a commitment to the process and then select and pursue a few basic issues. To assist this process, Walter & Peller (1992) use the following criteria in goal setting: (a) be positive; (b) use action verbs (ending with "ing"); (c) focus on the present; (d) be specific and think through the details; (e) consider only goals which are within the client's control; and (f) use the client's language.

As clients move forward with their goals and overall action plans, there will be consequences. A need then arises for follow-up to check the viability of plans and to maintain client motivation. This final step leaves room for "fine tuning" and is critically important to long term counseling effectiveness.

#### THE COUNSELING DYNAMICS

Counselors can facilitate movement through the phases that are described above by using a combination of good communication skills and structured activities. Skills such as paraphrasing, clarifying, empathy, information giving, open-ended questioning, and summarizing are helpful in the initial phases. There is also a role for reframing and for constructive critical reflection. Thus, skills such as immediacy; self disclosure; advanced, accurate empathy; supporting; limiting; and confrontation

(strength-challenge, in most instances) can be helpful. One of the structured activities which has been associated with this **model**

focuses on the initial discussion of the counseling process. Figure One is used to facilitate discussion by illustrating the factors included in the personal and external domains (Amundson & Poehnell, 1993). Figure 1 also serves to summarize information that is gathered during the exploration and assessment phase.

A wide variety of other structured activities can be applied to both information gathering and reframing (Goldman, 1992). The strategies focus on different time orientations and facilitate the development of new perspectives. Activities which focus on the past address normalization and the careful scrutiny of past accomplishments. Within a present-time focus there is the emphasis upon positive affirmation, limiting negative thinking, externalizing the problem, decision making, and information giving. In terms of the future, there is a focus on hypothetical solutions, behavior rehearsal, focusing, and new cycles of activity. All of these activities involve the client in a structured sequence of events which lead to greater personal awareness.

Movement through the various phases is not always sequential; what is occurring throughout is movement from expansion to contraction and then to further expansion. The need for expansion at the action planning phase is often overlooked because of the need for closure. While it can be comforting for clients and counselors to develop one **plan of action**, in today's labor market more options and greater flexibility are necessary.

**CONCLUSION**  
The centric career counseling **model** uses four developmental phases to describe the counseling process. Progress involves back and forth movement through the phases and the use of various structured activities within a humanistic counseling context. Expansion is needed at the exploration and assessment phase; contraction occurs as people evaluate and commit to options; and further expansion and flexibility become necessary as these options are imbedded within a fast-changing labor market.

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DIALOG(R) File 1:ERIC

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Career Development through Self-Renewal. ERIC Digest.  
Lankard, Bettina A.;

CORP. SOURCE: ERIC Clearinghouse on Adult, Career, and Vocational  
Education, Columbus, OH. (BBB16032)  
4pp.

1993 (19930000)

SPONSORING AGENCY: Office of Educational Research and Improvement (ED),  
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JOURNAL ANNOUNCEMENT: RIENOV1993

Because of the economic and cultural changes that are currently taking place in society and the workplace, many adults who had their career and personal lives planned to retirement are finding those plans no longer viable and are recognizing the need to readjust their career expectations. Many adults who had always viewed life as a linear, steadily upward-progressing process are now finding their lives taking a more cyclical course marked by a series of transitions. Many adults get lost in the transitions from one life structure to another; however, many others find that a cyclical view of adult life promotes self-renewal. Although transitions are difficult, all transitions follow a predictable pattern and, consequently, adults can be trained to anticipate and facilitate them. Overcoming fear of the unknown and recognizing when change is necessary are two key steps in successful negotiation of change. A number of publications that have analyzed strategies for helping adults in their quest for career satisfaction, mastering self-renewal, and channeling self-renewal efforts into career survival and development are reviewed. (MN)

A young married mother decides to give up her prestigious full-time job with a Big 8 accounting firm and do consulting part time out of her home so she can spend more time with her baby. A 38-year-old chemical analyst with a research company decides to start his own business when he encounters roadblocks to his career advancement. A man in his fifties chooses to retire from the university after 20 years and join a small company as training director when he finds himself increasingly disillusioned with his changing faculty role. A woman in her late forties decides to leave her role as full-time homemaker, return to school, and pursue a job as a nurse. These adults experienced discomfort in their life situations, which propelled them to reconsider their careers and readjust their career expectations. Learning how to move from situations we consider negative to positive ones is an outcome of self-renewal. This Digest examines several perspectives on life cycles and change and presents strategies for negotiating change through self-renewal. It suggests a process for applying these strategies to career development.

CHANGING CAREER EXPECTATIONS

Economic and cultural changes in society, technological and organizational changes in the workplace, and changes in business operations--management processes and customer orientations--are creating frustrations for many workers. Adding to frustrations from external changes are frustrations caused by the internal changes in personal needs, values, and life events. Many adults who had their career and personal lives planned to retirement are finding those plans no longer viable and are recognizing the need to readjust their career expectations as a means of satisfying their needs for work and love--the two domains viewed by Freud as essential to healthy, mature adulthood (Merriam and Clark 1991).

#### CHANGING LIFE VIEWS

Many people have a linear view of life, especially those whose lives to date have paralleled their desires. These individuals see life as progressing steadily upward through hard work and perseverance. Because they subconsciously (or consciously) believe that good works and deeds will lead to success and happiness, they are not prepared for the unexpected events that interfere with their life plans. The cyclical view of life suggests that there is a time for everything--that patterns are repeated but have different meanings at different times in our lives and that the challenge is to move through these patterns with grace. A cyclical view of adult life promotes self-renewal. It is characterized as follows (Hudson 1991, pp. 43-44):

1. It portrays life as a complex, pluralistic, varied flow, with ongoing cycles in nature, societies, and people.
2. It assumes that life "develops" through cycles of change and continuity rather than in progressive, straight lines.
3. It portrays human systems as flexible, interactive, and resilient, permitting continuous adaptations.
4. It considers continuous learning to be essential to the constant improvement of adult competence.

The cyclical view demands that adults let go of old, outmoded habits and learn new ways to live effectively. It recognizes that "adults need not only knowledge and training to make the changing external world work but self-knowledge and training to make the internal world effective" (Hudson 1991, p. 44).

Most adults today can identify with the cyclical view of life. They have been touched by significant life events regarding jobs, family, and health. They have established one life structure only to find they must move to a new life structure. It is in the transition from one life structure to another that many get lost.

#### NEGOTIATING CHANGE

Transitions are difficult, often because they are necessitated by circumstances that are beyond our control and not of our own choosing. Hudson (1991) proposes that all transitions follow a predictable pattern and that adults can be trained to anticipate and facilitate them. He suggests that the first step toward making a transition is recognizing and accepting that transition is necessary and has positive functions. "Many would say that it is better to do your best to make a worn out, dysfunctional life structure work and to tough it out than to face a life transition. That very attitude, erroneous as it is, keeps thousands of people locked into life structures that have died and into routines that are lifeless" (ibid., p. 95). When change is viewed as positive, the door to self-renewal is opened.

Another step toward transition, possibly the most difficult one for adults, is overcoming fear of the unknown. Hudson quotes E. Y. Siegelman, who portrays the dilemma created by fear of change:

Being stuck, being depressed is awful. But it's safe. It's like walking around in the dark in a familiar room which may be ugly and drab but is familiar. But when you change--when you take a risk or do something that's way out of character for you--it's different. It's like being thrust in the dark into a furnished room that is unfamiliar. This is probably a more interesting room, one you may get to like because it's going to be all yours. But the furniture is strange. You don't know where anything is yet. You might bump into something; you might trip and fall (p. 99). Making life choices takes courage: courage to change, courage to learn, courage to make mistakes. "People who avoid choosing and float along on possibilities--trying to avoid the pain of making mistakes--are committing a big error in judgment. In their fear of the future and of the tasks of adult life, they are refusing to live fully" (Hardin 1992, p. 133). Knowing when change is necessary for well-being and a sense of fulfillment requires honest reflection and self-assessment. In their personal lives, reflective adults examine their changing roles as spouses, lovers, parents, children of aging parents, citizens, and volunteers as they strive to combine and learn from the two elements of love and work. In their work lives, reflective adults assess their careers and consider new options in a job market characterized by unexpected layoffs due to downsizing and government cutbacks, the introduction of new technologies that require new skills, new management patterns that require teamwork and customer orientation, and the diversity of the work force. In deciding whether there is a need for change or transition, it is helpful to consider the following questions (Hardin 1992, p. 10): What will probably happen if I continue this path? Is that what I really want for myself? Am I ready to accept the consequences of what I am choosing, for both myself and others? Three strategies to help adults in their quest for career satisfaction are presented by Stevens (1991, p. 144):

1. Analyze the current situation. Consider changing expectations, expected and unexpected events, aging, expectations of others, burnout, redundancy, midcareer crises, and other qualities or situations that influence staying in or altering your current situation.
2. Consider ways to resolve job dissatisfaction. Consider risk taking, stress, promotions, ambition, career plateau, financial appraisal, work and leisure, and job requirements and tasks.
3. Determine what you want to do. Engage in self-assessment, goal formation, information gathering, and decision making.

Planning a life transition requires that we "HOLD ON to what is working, LET GO of what is not working, TAKE ON new learning and exploration of options, and MOVE ON to new commitments. All four of these are normal and necessary for growth and development" (Hudson 1991, p. 98).

**MASTERING SELF-RENEWAL**  
Managing the change cycle is a self-renewing process. It empowers adults to be self-confident and generative. Generativity is defined by Hardin (1992) as a process whereby we learn to follow our deeper interests and longings and bring about change. It helps us to "avoid the dangers of self-absorption and stagnation because we learn to live in new ways that expand our horizons" (p. 28). Hudson (1991) presents 10 skills for managing the change cycle, pointing out that "each skill has a time in the cycle when it performs a critical function but that all 10 are important at all times because to some degree parts of our lives are simultaneously at various places in the cycle" (p. 68):

1. Visioning or dreaming the plan. The dream or vision is the "driving force for the life structure, a source of passion and values. The plan is the plot for making the dream happen" (p. 72).

2. Launching. Launching puts the **plan to action**; it requires "commitment and personal mission" (p. 78).
3. Plateauing. Plateauing is the "art of sustaining a successful life structure.... It is knowing how to keep enriching the dream/plan for as long as it makes sense to do so" (p. 81).
4. Managing the doldrums. This requires coming to terms with "decline, negative emotions, and feeling trapped in an increasingly dysfunctional life structure" (p. 69).
5. Sorting things out. Choosing "what to keep, what to eliminate or change, what to add, and how to proceed into a revitalized life structure" is the task of this step of the change cycle (p. 69).
6. Ending a life structure. This requires an ability to say farewell with gratitude and clarity, which frees you to consider your next options.
7. Restructuring. This minitransition can be used if the life structure could be improved through some specific changes.
8. Cocooning. The transition into a new life structure requires "turning inward to take stock, to find your own basic values, and to disengage emotionally and mentally from the former life structure" (p. 69).
9. Self-renewal. Following successful cocooning, this step involves a rebirth of self-esteem, a reevaluation of core issues and beliefs, and the recovery of hope and purpose.
10. Experimenting. Creativity, learning, risk taking, and networking give one a sense of purpose and power in creating a new life structure.

#### SELF-RENEWAL FOR CAREER DEVELOPMENT

Finding meaning in our work is critical if we are to avoid stagnation and boredom (Bergquist et al. 1993). It is the responsibility of each individual to effect the change necessary to reinvent work so that it has personal relevance. Companies are requiring that employees take responsibility for their own careers. Grossman and Blitzer (1992) suggest strategies for career survival: (1) honest assessment of self and skills; (2) motivation and drive to establish and pursue a goal; (3) awareness and knowledge of the strategic challenges of business in the 1990s (e.g., improving quality and customer service); and (4) establishing an **action plan** that is built upon realistic expectations and that draws upon available resources, both within and outside the company.

Being able to accomplish successful career transitions within an existing organization/life structure or a new organization/life structure requires personal motivation. Successful transition is linked with one's sense of autonomy or internal locus of control, and manifested in a willingness to learn and a positive attitude. It is the force that propels individuals to take the initiative in directing their own lives and careers.

Many people find value in their work as a source of new learning and challenge. "They return to school, enter training programs, or enroll in workshops and seminars to keep up to date in their current jobs or strike out on their own" (Bergquist et al. 1993, p. 122). Others, hampered by lack of drive, fear of failure, or reluctance to exit company retirement plans by terminating employment, stay in unsatisfying and/or stressful jobs. Bergquist et al. ask if the sacrifice is necessary or worthwhile. "When does the time come for us to cease deferring gratification for the future and begin actually living the fabled future?" (p. 125). Whatever their age, adults must find meaning and community in their work if they want to be generative and alive. Therefore, they must look toward continued opportunities to "reinvent work as a central part of reinventing themselves" (p. 135).

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23/7/14 (Item 14 from file: 1)

DIALOG(R)File 1:ERIC

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00448704 ERIC NO.: ED195087 CLEARINGHOUSE NO.: EC130864

Inservice Training Among Building Administrators and Vocational Education Teachers in Four Alaskan School Districts for Handicapped Students.

Workshop Report.

Warden, John W.;

CORP. SOURCE: Northern Inst. for Research, Training, and Development, Inc., Anchorage, AK. (BBB17051)

45pp.

June 1979 (19790600)

SPONSORING AGENCY: Alaska State Dept. of Education, Juneau. (APE01240)

EDRS Price MF01/PC02 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 55 (Guides--Non-classroom); 141 (Reports--Descriptive)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; Alaska

JOURNAL ANNOUNCEMENT: RIEAPR1981

The report presents information resulting from an inservice training workshop for vocational education teachers and administrators in Alaska on working with handicapped students. Among the problems perceived by teachers and administrators were inadequate understanding of state and federal laws, increasing class size, lack of inservice training, and lack of interagency cooperation. A pilot workshop was developed with an agenda based on several priority areas. Other workshop **models** were developed along a four phase approach (awareness, reassurance, problem definition, and problem resolution) with modules focusing on developing a general understanding, developing a positive attitude, serving specific handicapped students, and developing a **plan for action**. Appendixes include a consultant report and revised agenda; a listing of workshop materials; a list of vocational/special education workshop participants; a sample workshop evaluation form; an evaluation summary; and an outline of teacher skills in the following areas: instructional and program design; program management; collaboration and liaison; instructional methods; assessment, diagnosis, and evaluation; materials; guidance and counseling; knowledge; and research. (SBH)

23/7/15 (Item 15 from file: 1)

DIALOG(R) File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.  
00375502 ERIC NO.: ED165064 CLEARINGHOUSE NO.: CG013133**A Staff Development Project: Enhancing Attainment of Career Center Goals By Determining Staff Needs and Objectives.**

Sequist, Jack

44pp.

December 12, 1977 (19771212)

NOTES: Ed.D. Thesis, Nova University  
EDRS Price MF01/PC02 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 141 (Reports--Descriptive)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; California

JOURNAL ANNOUNCEMENT: RIEJUN1979

This practicum assisted staff in (1) identifying and prioritizing problems and needs in the areas of communication and decision-making; (2) determining objectives relevant to these needs; and (3) developing a **plan of action** for attaining top priority objectives. After an orientation meeting, each staff member was interviewed in private and asked to respond to the same set of questions. Afterwards, three staff meetings were held, and the nominal group process (NGP) was employed to identify and prioritize staff needs. The NGP resulted in three top-ranked needs: (1) utilizing a number of helpful communication attitudes; (2) using specific **communication skills**; and (3) revising the procedure for staff evaluation. These needs were transformed into staff objectives, and a **plan of action** was developed. Staff evaluation of interviews and meetings was positive. Principal recommendations included making use of intrastaff recognition as a means of positive reinforcement, resolving interpersonal problems directly and as soon as possible after they develop, changing over to current evaluation practices successfully used by managers in education and business, and holding follow-up meetings with the Director of the Career Center to discuss staff feedback and to assist in revising the evaluation procedure. (Author)

32/6/1 (Item 1 from file: 35)

01816912 ORDER NO: AADAA-I3003447

**An exploratory study of the professional development needs of orthodontists**  
Year: 2001

32/6/4 (Item 4 from file: 1)

00989962 ERIC NO.: ED422482 CLEARINGHOUSE NO.: CE077005

Educational Resources for the Machine Tool Industry. Executive Summary.  
1998 (19980000)

32/6/6 (Item 6 from file: 1)

01045526 ERIC NO.: ED410321 CLEARINGHOUSE NO.: UD031385

An Overview of Strategies To Reduce School Violence. ERIC/CUE Digest No.  
115.

October 1996 (19961000)

32/6/10 (Item 10 from file: 1)

00821395 ERIC NO.: ED350388 CLEARINGHOUSE NO.: CE061841

Modular Training Systems and Strategies: An International Meeting  
(Washington, D.C., May 11-12, 1992).

May 1992 (19920500)

Serial 10/016905

July 10, 2003

32/6/11 (Item 11 from file: 35)  
01347748 ORDER NO: AAD92-07650

**SALVAGING THE PROBLEM EMPLOYEE: A CRITICAL EVALUATION OF ALTERNATIVE ORGANIZATIONAL METHODS**

Year: 1991

32/6/12 (Item 12 from file: 35)  
01168168 ORDER NO: AAD91-23072

**DEVELOPING COLLABORATIVE MINISTRY WITHIN THE PARISH TEAM: A WORKSHOP INTEGRATING THE ECCLESIOLOGICAL, SPIRITUAL, AND INTERPERSONAL DIMENSIONS OF COLLABORATIVE MINISTRY WITH A PARISH PLAN OF ACTION (PASTORAL PLANNING)**

Year: 1991

32/6/14 (Item 14 from file: 11)  
01955155 1990-98049-000

**Workplace basics training manual.**

SERIES TITLE: The Jossey-Bass management series and American Society for Training and Development best practices series: Training for a changing work force.

1990

32/6/17 (Item 17 from file: 1)  
00634465 ERIC NO.: ED272707 CLEARINGHOUSE NO.: CE044806

A Rural Planning Delivery System Providing Marketable Skills/Supportive Services for Single Parents/Homemakers. Phase I.

June 30, 1986 (19860630)

32/6/22 (Item 22 from file: 35)  
739611 ORDER NO: AAD81-06123

**EARLY ADOLESCENT USE OF SELECTED PROBLEM-SOLVING SKILLS USING MICROCOMPUTERS**

Year: 1980

32/7/3 (Item 3 from file: 1)  
DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.  
01017391 ERIC NO.: ED431752 CLEARINGHOUSE NO.: SP038619

**Collaborative Observation. Putting Classroom Instruction at the Center of School Reform.**

Peters, Karen H.; March, Judith K.

147pp.

1999 (19990000)

ISBN: 0-8039-6818-3

AVAILABLE FROM: Corwin Press, Inc., A Sage Publications Company, 2455 Teller Road, Thousand Oaks, CA 91320; Tel: 805-499-9774; Fax: 805-499-5323; e-mail: order@corwinpress.com (\$21.95).

EDRS Price MF01 Plus Postage. PC Not Available from EDRS.

LANGUAGE: English

DOCUMENT TYPE: 10 (Book); 55 (Guides--Non-classroom)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; California

JOURNAL ANNOUNCEMENT: RIENOV1999

TARGET AUDIENCE: Administrators; Practitioners

This book joins instructional design as the axis of school reform with collaborative observation as the proven method to sustain teacher growth

and renewal. The acronym COMPASS (Collaborative Observation for Monitoring Practices to Achieve Sustained School reform) is used. The book details a four-part observation process, each component of which is substantiated in the annotated references at the end of each chapter. Chapter 1, "Collaborative Observation as the Catalyst for School Reform," provides an overview of the entire COMPASS model. Chapter 2, "Collecting Data: Prior to and During Classroom Observation," discusses the two data collection parts of the COMPASS model (preobservation conference prior to the classroom visit and in-class recording of events during the visits). Chapter 3, "Analyzing Data for the Postobservation Conference," focuses on the analysis of data collected during the preconference and in-class observation, discussing how to prepare for the postobservation conference. Chapter 4, "Developing the Collaborative Action Plan," addresses the collaborative action plan as the culmination of the postobservation conference. Chapter 5, "Clearing the Hurdles: Logistics and Challenges," examines the logistics necessary to implement the COMPASS model. Included are planning decisions and challenges derived from work with actual districts. There is particular emphasis on providing time and opportunity for staff involvement. (SM)

32/7/5 (Item 5 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

01045472 ERIC NO.: ED407171 CLEARINGHOUSE NO.: PS025433

Student-Led Conferences at the Middle Level. ERIC Digest.

Hackmann, Donald G.;

CORP. SOURCE: ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL. (BBB34257)

3pp.

May 1997 (19970500)

SPONSORING AGENCY: Office of Educational Research and Improvement (ED), Washington, DC. (EDD00036).

CONTRACT/GRANT NO.: RR93002007

REPORT NO.: EDO-PS-97-19

EDRS Price MF01/PC01 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 71 (ERIC product); 73 (ERIC digests in full text)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; Illinois

JOURNAL ANNOUNCEMENT: RIESEP1997

Because traditional parent-teacher conferences exclude the student from the process, this model does little to facilitate dialogue between parent and child or to recognize the need for students to assume greater control of their academic progress. Student-led conferences are a positive alternative to the traditional middle level parent-teacher conference. Student-led conferences are designed to achieve one or more of the following goals: (1) to encourage students to accept personal responsibility for their academic performance; (2) to teach students the process of self-evaluation; (3) to facilitate the development of students' organizational and oral communication skills and to increase their self-confidence; (4) to encourage students, parents, and teachers to engage in open and honest dialogue; and (5) to increase parent attendance at conferences. The student-led process typically has three phases: preparation, the actual conference, and an evaluation component. To prepare students for the conference, teachers instruct students on how to lead the conference, assist them with collecting and preparing information to be

shared with parents, and describe how to explain and interpret any information to be shared. During the actual conference, discussion of academic grades is typically the primary focus, but the student-led format also provides an opportunity for students to share the contents of their portfolios and to discuss self-selected academic and social goals for the upcoming term. After the conference, students, parents, and teachers should be given an opportunity to provide their feedback concerning the effectiveness of the student-led format. If some parents want to meet with the teacher alone, teachers can give parents the option of selecting either a student-led conference or a traditional parent-teacher conference, reserving five minutes at the end of the student-led conference for a private conversation between parent and teacher, or permit the parent to schedule a follow-up conference with the teacher. (LPP)

The time-honored parent-teacher conference format has traditionally excluded the student from the process. This **model** does little to facilitate dialogue between parent and child or to recognize the need for students to assume greater control of their academic progress. Fortunately, student-led conferences are emerging as a positive alternative to the traditional middle level parent-teacher conference.

#### CONFERENCE GOALS

Middle level faculties have developed student-led conferences to achieve one or more of the following goals:

- \* to encourage students to accept personal responsibility for their academic performance;
- \* to teach students the process of self-evaluation;
- \* to facilitate the development of students' organizational and oral **communication skills** and to increase their self-confidence;
- \* to encourage students, parents, and teachers to engage in open and honest dialogue; and
- \* to increase parent attendance at conferences (Guyton & Fielstein, 1989; Hackmann, 1996; Hackmann, Kenworthy, & Nibbelink, 1995; Little & Allan, 1989).

Faculties using this **model** frequently report that, as a result of involvement in student-led conferences, parent and teacher bonds are strengthened. Both teacher and parent are more likely to initiate subsequent contacts throughout the remainder of the school year (Hackmann, 1996).

#### STUDENT-LED CONFERENCE MODEL

Although the format and content of student-led conferences may vary from school to school, the concept remains the same: the student is in charge of the academic conference with the parents. The teacher simply serves as a discussion facilitator when needed. This increased accountability moves the student from passive--and frequently second-hand--recipient of information shared between teacher and parent, to active participant in a three-way interaction among parent, teacher, and student. Students assume "equal partner" status in discussions concerning their academic progress.

The student-led process typically is conceptualized as three distinct phases: preparation, the actual conference, and an evaluation component (Countryman & Schroeder, 1996; Little & Allan, 1989).

**PREPARATION.** Since the student-led **model** differs dramatically from the traditional parent-teacher conference, it cannot be assumed that middle level students will possess the self-confidence, organizational **skills**, and **communication skills** necessary to lead a successful conference. Therefore, teachers must adequately prepare students and provide them with an appropriate conference structure. In the weeks prior to the conference, teachers instruct students on how to lead the conference, assist them with

collecting and preparing information to be shared with parents, and describe how to explain and interpret any information to be shared. Students learn that excuses are not acceptable and understand that they must be able to present artifacts to their parents that depict their progress. Students who become actively involved may be motivated to improve their academic performance.

The student-led conference is designed to be a positive experience for the student. Therefore, students must be allowed sufficient time to prepare their conference folders and scripts. Practice is also important. Teachers should permit students to role-play various conference scenarios with student partners (Guyton & Fielstein, 1989) and should provide feedback to assist students in improving their presentations. Students gain confidence as they practice, and they also learn to anticipate questions that may be asked by their parents.

Prior to conference day, parents should be notified of the new conferencing format, and it should be clearly explained that the student will be in charge and the teacher will serve as a facilitator. Parents should be encouraged to support their child and could also be provided with a list of sample questions they may wish to ask their child during the conference (Hackmann, 1996).

**THE CONFERENCE.** Since the student is in charge of the conference and is now adequately prepared to assume this responsibility, some school faculties question whether the teacher should be physically present at the actual conference or simply be available if needed. Schools have taken different approaches to this question. Some decide the teacher will indeed be present for the entire conference but will intervene only when necessary (Countryman & Schroeder, 1996; Hackmann et al., 1995). Other schools schedule three to four conferences in the teacher's room simultaneously, with the teacher moving freely from family to family and spending only a few minutes with each group (Guyton & Fielstein, 1989; Little & Allan, 1989).

Discussion of academic grades is typically the primary focus of the student-led conference, but grades should not be the only focus. With increased numbers of schools now using student portfolios, the student-led format also provides an excellent opportunity for students to share the contents of their portfolios and to explain why each artifact was selected for inclusion. Additionally, the conference agenda may include discussion of artifacts that help explain grades (such as test and homework scores, homework assignments and student projects, and records of class attendance, class participation, and the number and types of missing assignments) and discussion of self-selected academic and social goals for the upcoming term. It is important to include both cognitive and affective components in the discussion, but the affective elements should not overshadow the focus on the child's academic progress.

The conferencing format should be envisioned as a process, rather than as an event. Parents and students should be discouraged from becoming fixated on past unsatisfactory performance and should be prompted to engage in mutual problem-solving. The teacher can assist families with the development of a **plan of action** that recognizes the student's accountability for academic progress while permitting parents to support the child in appropriate ways (Hackmann, Kenworthy, & Nibbelink, in press). Since student-led conferences will in all likelihood include more content than a traditional parent-teacher conference, teachers find that conferences require more time. For example, Countryman and Schroeder's (1996) initial experience with student-led conferencing quickly led to the conclusion that their usual 15-minute timeframe was insufficient. Many

schools recommend 20 or 30 minutes to allow for more substantive discussions (Guyton & Fielstein, 1989; Hackmann, 1996).

EVALUATION. Either immediately following the conferences or shortly thereafter, students, parents, and teachers should be given an opportunity to provide their feedback concerning the effectiveness of the student-led format. This feedback is essential so that teachers can continue to fine-tune the conference **model** and can be responsive to the expressed needs of students and parents.

Schools employing this **model** note that parent attendance at conferences has increased (Hackmann, 1996) and assert that over 90% of parents and students prefer the student-led conference (Hackmann et al., *in press*). Students report increased self-confidence and personal satisfaction with being directly involved in the conferences. Parents begin to recognize their children's ability to assume increasing levels of responsibility and appreciate the opportunity to strengthen the lines of communication with their children. Citing a more positive and relaxed conferencing atmosphere, teachers report a reduced conference preparation workload and diminished levels of teacher stress during conferences (Hackmann et al., *in press*).

#### TRADITIONAL PARENT-TEACHER CONFERENCE OPTIONS

Although the majority of parents and students may recognize the benefits of student-led conferences, some parents may prefer a traditional parent-teacher conference, and others may simply desire a few minutes with the teacher to address some unresolved questions. Middle school faculties can address these parental concerns in the following ways:

- \* Allow parents the option of selecting either a student-led conference or a traditional parent-teacher conference;
- \* Reserve five minutes at the end of the student-led conference for a private conversation between parent and teacher; or
- \* Permit the parent to schedule a follow-up conference with the teacher, either during scheduled conference times or at a later date.

#### THE ABSENT PARENT

Occasionally, in spite of the best efforts of both student and teacher, a parent is unable to attend the scheduled conference. With the traditional parent-teacher conference, the teacher may never have an opportunity to meet with the parent. However, the student-led conferencing **model** does not require that the meeting between student and parent occur only at school. The student whose parent cannot attend or chooses not to attend the scheduled conference can still successfully conduct the conference at home.

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32/7/7 (Item 7 from file: 1)

DIALOG(R)File 1:ERIC

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01045582 ERIC NO.: ED414519 CLEARINGHOUSE NO.: CG027046

A Changing Focus in Evaluation: Linking Process and Outline: ERIC Digest.

Hiebert, Bryan;

CORP. SOURCE: ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC. (BBB30992); Canadian Guidance and Counselling Foundation, Ottawa (Ontario). (BBB32103)

4pp.

1995 (19950000)

SPONSORING AGENCY: Office of Educational Research and Improvement (ED), Washington, DC. (EDD00036)

CONTRACT/GRANT NO.: RR93002004

REPORT NO.: EDO-CG-95-79

EDRS Price MF01/PC01 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 71 (ERIC product); 73 (ERIC digests in full text)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; North Carolina

JOURNAL ANNOUNCEMENT: RIEMAY1998

Career counselors continually evaluate their work. Unfortunately, the evidence used to gauge success often is usually not considered evaluative, is not documented, and cannot be used to back up claims of successful counseling. This digest outlines a new approach to evaluation. Since client-need determines counseling intervention, evaluation **models** must accommodate this interplay between counselor and client and between process and outcome. One such evaluation **model** connects long-term global impacts of counseling (job satisfactions, employability and career maturity) with immediate outcomes, client engagement in the process, and the counselor's approach. A series of loops illustrate the interactive nature of the process. Conditions like process and outcome interact in a circular fashion

and certain processes foster particular types of learning. Reciprocally, the types of client skill, knowledge, and attitude can be identified. This process allows for continual appraisal of client-change intervention. Likewise, the scope of evaluation must expand to include data that counselor and clients already collect on a regular basis, such as client self-monitoring data, homework data, goal attainment scaling, and other measures. Finally, evaluation **models** should assess the informal observations counselors and clients use to indicate whether or not they are on the right track. A diagram illustrates the interactive nature of counseling. (RJM)

#### OVERVIEW

Career counselors continually evaluate their work; they draw conclusions and develop action plans based on numerous client activities: homework completion, client engagement, acquisition of interview skills or relaxation skills, number of employers contacted, and so forth. Both counselors and clients typically know when counseling is successful. Unfortunately, the evidence used to gauge success often is not considered evaluation, is not documented, and therefore cannot be used to back up claims that counseling has been successful.

Conger, Hiebert, and Hong-Farrell (1993) found that counseling is rarely evaluated in Canada. In some sectors, 40% of counselors reported never formally evaluating their work. This is unfortunate, since research has shown that career guidance and counseling consistently produce positive results. (See Killeen & Kidd, 1991; Oliver & Spokane, 1988.) In fact, Killeen and Kidd found that 90% of the studies recorded some positive counseling effects. Given these findings, it is surprising that counselors are not eager to evaluate such a predictably beneficial experience. Perhaps a new approach to evaluation is needed; one that counselors see as relevant, practical, and capable of embracing the informal observations that counselors and clients make about counseling progress.

#### AN ALTERNATIVE FRAMEWORK

Counseling is interactive. Client-need determines counseling intervention. The intervention is tailored to client characteristics and desired outcome. As counseling progresses, counselors adjust the approach to fit the client's changing situation. Evaluation **models** must accommodate this interplay between counselor and client and between process and outcome. Figure 1 depicts a framework connecting long-term global impacts of counseling (e.g., job satisfaction, employability, career maturity); immediate outcomes associated with counseling (changes in client attitudes, knowledge, skills); client engagement in the counseling process; and, counselor approaches.

The loops in the framework illustrate the interactive nature of counseling. Process-Outcome Loop.

Process and outcome interact in a circular fashion. Certain processes foster particular types of learning and in turn, create certain types of global impact. Reciprocally, the types of client skill, knowledge, and attitude necessary to achieve a certain kind of global impact can be identified, and the process needed to facilitate that learning can also be identified.

#### ===== FIGURE 1

- 1. Evaluation Components  
(Connections: 2,3,4)
- 2. Counseling Process  
(Connections: 1,3,5,6)
- 3. Counseling Outcome

(Connections: 1,2,7,8)

#### 4. System Requirements

(Connections: 1

5. What is the counselor doing:

Skills, Strategies, Tools.

(Connections: 2,5,6,7,8)

6. What is the client doing?

Skill Practice, Homework, Self-Examination.

(Connections: 2,5,7)

7. What did the client learn?

Skills, Knowledge, Attitudes.

(Connections: 3,5,6,8)

8. What difference did the learning

make? Precursors, Presenting problem,

Socio-economic impact.

(Connections: 3,5,7)

#### =====

#### Process Loop.

Evaluating the counseling process requires detailed information which links counselor activities and client reactions. This helps identify the processes that promote client change and that aid the development of alternative plans when sufficient progress is lacking. Client documentation might include engagement in the counseling process, homework completion, client openness and honesty, and client follow-through. Such data demonstrate that clients are doing their part in counseling. Evidence depicting the counselor as an indispensable part of the process might include the pattern of micro-skills used, the focus in a counseling session (both content and process), and data showing that an acceptable procedure for an intervention followed. These factors can be assessed from counselor case notes, client check-lists, semi-structured interviews, or formal questionnaires.

#### Outcome Loop.

Counselors need to be clear about the legitimate outcomes (effects or products) of counseling (Hiebert 1989, 1994; Killeen & Kidd, 1991; Killeen White, & Watts, 1993). In Figure 1, counseling outcomes have two major components:

(1) Learning outcomes: the knowledge, skills, and attitudes that are directly linked to counseling. These are the legitimate outcomes of counseling:

knowledge about self, the labor market, job descriptions, entrance qualifications, and how to overcome barriers  
skills for decision making, job interviews, self-management, making transition, and overcoming barriers like anxiety, substance abuse, poor financial planning

attitudes towards being planful, belief in self, motivation to look for work, self-esteem, increased optimism Learning outcomes arise both from counseling and from learning to apply existing skills to new contexts (e.g., using communication skills in conflict resolution). These are the legitimate outcomes of counseling, outcomes that counseling can reasonably hope to influence.

(2) Global outcomes reflect counseling's larger impact on the client's life. They include:

changes in client-presenting problem

getting along better with co-workers

increased job satisfaction

less stress during job interviews

fewer tension headaches

socio-economic outcomes

job retention

length of time to job offer

Administrators and sponsors often focus on global impact outcomes, but outcomes are influenced greatly by factors over which counseling has little control (e.g., the number of jobs available, corporate climate, etc.). Ultimately, it is important to demonstrate that counseling has affected these variables, but it is also important to refrain from promising that counseling can facilitate change in areas over which it has little control. System Requirements.

In addition to the above factors, program administrators and sponsors often are interested in factors such as adherence to mandates, types of clients, types of client problems, and client satisfaction with service. These variables are important to the functioning of the agency, but they are not indicators of the effectiveness of counseling *per se*. To emphasize this difference, they are called "system requirements." System requirements are part of the policies and procedures governing an agency and departures from these requirements should be negotiated between the counselor and the agency manager or sponsor.

#### INFORMAL MEASURES

Although standardized assessment is emphasized in counseling evaluation, there is frequent incongruence between the aims of standardized tests and the needs of clients (Killeen & Kidd, 1991). Implicit in Figure 1 is a far greater emphasis on informal procedures that document the judgments counselors and clients make about counseling progress. These include checklists for homework completion, skill mastery, skill implementation, steps completed in a program; subjective ratings of affective state (e.g., depression, motivation, stress level, job satisfaction); use of job interview skills during job interviews (see Hiebert (1991, 1994a, 1994b) for specific examples).

Currently, these informal measures are in their infancy. Better ways must be developed to track variables that are part of the counseling process and which have an influence on client change. For example, "planful" attitude is an important prerequisite (or co-requisite) to developing a career-action plan. Therefore, it is important to have a trustworthy and easy-to-use procedure to track changes in such attitudes.

#### SUMMARY: A CALL FOR ACTION

Two points underline the main arguments in this paper.

1. Counselors, program administrators, and sponsors need to reformulate their view of evaluation so that it provides an essential link between process and outcome; and, is an integral part of counseling, coequal with relationship building and intervention planning.

Evaluation needs to be planned and implemented alongside client-change intervention-not conducted at the end of a program by an external expert.

2. The scope of evaluation (what constitutes acceptable evidence) needs to be expanded to include the sorts of data that counselors and clients already collect on a regular basis. This includes client self-monitoring data, homework data, quantification of counselor observations in case notes, documentation of client in-session skill practice, goal attainment scaling, and performance assessments.

An evaluation model should assess the informal observations counselors and clients use to indicate whether they are on the right track, the amount of progress they are making, and the achieving of desired outcomes. It should encourage counselors to develop creative ways for documenting and quantifying those observations, and it should create non-quantified ways of

portraying the evidence that clients, managers and supervisors find acceptable. This will ensure that evaluation needs are seen as relevant by all concerned: clients, counselors, agency managers, district supervisors, and funders.

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32/7/8 (Item 8 from file: 1)

DIALOG(R)File 1:ERIC

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01045158 ERIC NO.: ED384950 CLEARINGHOUSE NO.: EA026795

School-Based Management. ERIC Digest, Number 99.

Oswald, Lori Jo;

CORP. SOURCE: ERIC Clearinghouse on Educational Management, Eugene, OR.

(SJJ69850)

3pp.

July 1995 (19950700)

SPONSORING AGENCY: Office of Educational Research and Improvement (ED), Washington, DC. (EDD00036)

CONTRACT/GRANT NO.: RR93002006

REPORT NO.: EDO-EA-95-7

AVAILABLE FROM: ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; \$2.50 postage and handling).

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RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; Oregon

JOURNAL ANNOUNCEMENT: RIEDEC1995

This digest summarizes some of the recent research regarding school-based management (SBM). In particular, it addresses two questions: (1) Is SBM working, and (2) What can schools changing to an SBM system do to ensure success? Information is presented on what type of SBM system works best, research on SBM success, the kinds of problems encountered in an SBM system, the responsibilities of stakeholders, and the best way to change to an SBM system. Barriers to SBM frequently include lack of knowledge by participants about what SBM is and how it works; lack of decision-making skills, communication, and trust among stakeholders; statutes, regulations, and union contracts that curtail decision-making authority and teachers' time involvement; and the reluctance of some administrators to share decision-making authority. SBM success requires an understanding among stakeholders about SBM, how it is implemented, and their new roles and responsibilities; district support; and adequate time (3-15 years). (LMI)

School-based management (SBM), defined as the decentralization of decision-making authority to the school site, is one of the most popular strategies that came out of the 1980s school reform movement. Over the past decade, many school districts have implemented this method of managing school budgeting, curriculum, and personnel decisions and are enthusiastically promoting it.

Proponents of SBM say that it provides better programs for students because resources will be available to directly match student needs. Also, advocates assert SBM ensures higher quality decisions because they are made by groups instead of individuals. Finally, proponents argue that it increases communication among the stakeholders, including school boards, superintendents, principals, teachers, parents, community members, and students.

But others are not so sure that SBM accomplishes any substantial changes. Anita A. Summers and Amy W. Johnson (1995) conclude that there is "virtually no evidence that SBM translates into improved student performance." This Digest summarizes some of the recent research regarding SBM. In particular it addresses two questions: (1) Is SBM working? and (2) What can schools changing to an SBM system do to ensure success?

#### WHAT TYPE OF SBM SYSTEM WORKS BEST?

Part of the problem with evaluating SBM is that there are so many variations on how it is put into practice. In an SBM system, authority can transfer from the state government to school boards, from school boards to superintendents, from superintendents to principals, from principals to other members of the school community such as teachers and parents, or some combination of two or more of these.

Not only are there variations about how SBM is practiced, but schools and districts implementing SBM vary widely in what decisions are distributed. For example, a school may have an active school council--made up of teachers, parents, and the principal--involved in drawing up budgets, hiring and firing, and determining curriculum. Other school councils merely advise the principal in such decisions. Or the council membership might be only teachers, or the council's decisions may be limited to such topics as fundraising or textbook selection.

For SBM to work successfully, the principal must use a team approach to decision-making. If this is done, supporters of SBM say, teachers will feel more positive toward school leaders and more committed to school goals and objectives. Parents and community members will be more supportive of schools because they have more of a say over decisions.

Principals benefit by receiving input from other stakeholders, thereby being aware of teacher and parent concerns before they get out of control,

as well as being freer to research new ideas and teaching methods and deal with problem areas.

#### HOW SUCCESSFUL IS SBM?

Research has not found a link between SBM and gains in student academic achievement, lower dropout rates, increased attendance, and reduced disciplinary problems. But as Wohlstetter and colleagues (1994) explain, "Improving school performance may be an unrealistic expectation for a governance reform that alters the balance of power within educational systems toward schools."

Drury and Levin (1994) say that SBM contributes to four "intermediate" outcomes, which in turn have the "potential" to lead to improved student achievement: increased efficiency in use of resources and personnel, increased professionalism of teachers, implementation of curriculum reform, and increased community engagement.

High-performing SBM schools have combined the governance reform of SBM with "an overall push for curriculum and instructional reform," says Wohlstetter (in Oswald 1995). With this combination, she argues, councils can focus on ways to "improve student academic performance and make schools more interesting places to work." Without that combination, "SBM becomes a political reform whereby the council at the school site ends up spending its time deciding who is empowered and who isn't."

Some schools do not make instruction their top priority. For schools implementing SBM, the advise from researchers and educators is clear: conduct frequent assessments and focus the stakeholders' attention on instruction instead of politics.

#### WHAT PROBLEMS MAY BE ENCOUNTERED?

Some of the problems that SBM stakeholders might encounter include more work for stakeholders, less efficiency, uneven school performance, an increased need for staff development, confusion about new roles and responsibilities, and coordination difficulties (Prasch 1990). Another problem is accountability. A school may want authority over decisions, but the public (and state statutes) will still hold the school board accountable for the results of those decisions. State and district policies may also require school board and district involvement. SBM is a "complex undertaking, raising multiple policy issues involving lines of authority for making decisions and responsibility and accountability for the consequences of such decisions," warns the National School Boards Association (NSBA) (1994).

Barriers that may prevent SBM from being implemented successfully include lack of knowledge by stakeholders of what SBM is and how it works; lack of decision-making skills, communication, and trust among stakeholders; statutes, regulations, and union contracts that restrict decision-making authority and teachers' time involvement; and the reluctance of some administrators and teachers to allow others to take over decision-making authority.

When stakeholders are informed beforehand, they can make sure each barrier is dealt with before SBM is implemented. Two essential elements are adequate training about SBM and clarification of roles and responsibilities and expected outcomes to stakeholders. Also, advises the NSBA, all involved must understand "which decisions should be shared, by whom, and at what level in the organization."

#### WHAT ARE THE RESPONSIBILITIES OF THE STAKEHOLDERS?

Although there are many varieties of SBM, a review of studies on SBM and interviews with its practitioners led to the following generally accepted descriptions of stakeholders' roles and responsibilities.

The NSBA recommends that district policies "should focus the attention of

shared decision-making teams on developing and implementing a plan for improving student learning." This can be accomplished by the district setting "measurable goals linking the vision of the district's future with its **action plan** for getting there." Through such a plan, the school board can ensure "coherence and continuity throughout the district and over time."

The key word that describes the administration's role in SBM is facilitate. The district office facilitates instead of controls schools' actions by formulating and defining the district's general policies and educational objectives. The superintendent and district office also provide professional development opportunities, encourage risk-taking and experimentation in teaching methods, serve as **models** by using SBM themselves, and create communication links between the school and district staff (David 1989).

At the building level, the principal is usually the key figure in fostering shared governance within the school. Principals not only have increased responsibility and authority in school program, curriculum, and personnel decisions, but also increased accountability for student and program success. Principals must be excellent team leaders and delegators.

Teacher empowerment and accountability are major ingredients of SBM.

Teachers influence decisions by participating in planning, developing, monitoring, and improving instructional programs within the school.

Involvement of parents is essential to successful implementation of SBM.

Ultimately, the argument for parent involvement rests on two benefits to children: better attitudes toward school and higher grades.

#### WHAT IS THE BEST WAY TO CHANGE TO AN SBM SYSTEM?

To ensure SBM success, stakeholders need to understand what SBM is and how it is implemented. Each participant must understand his or her new roles, responsibilities, and accountability. School and district leaders must be supportive of SBM and ensure that communication channels will be kept open. Most of all, SBM must be given time to succeed; researchers recommend anywhere from three to fifteen years' minimum commitment to SBM.

Schools changing to an SBM system should do the following: make sure there is a firm commitment to SBM at the state, district, and school levels from the outset; seek out a qualified SBM consultant; be willing to accept that during the transition mistakes will be made; and reward stakeholders for performance.

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32/7/18 (Item 18 from file: 1)

DIALOG(R) File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.  
01043751 ERIC NO.: ED259452 CLEARINGHOUSE NO.: EA017912

Teacher Competency: What Administrators Can Do. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Nine.

Ellis, Thomas I.;  
CORP. SOURCE: ERIC Clearinghouse on Educational Management, Eugene, OR.

(SJJ69850)

3pp.

1984 (19840000)

SPONSORING AGENCY: National Inst. of Education (ED), Washington, DC.  
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RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: Oregon

JOURNAL ANNOUNCEMENT: RIEDEC1985

TARGET AUDIENCE: Administrators; Practitioners

Recent concern for the quality of education has placed pressure on school administrators to assess and upgrade the competency of their teaching staff. No simple formula exists for measuring teacher competency, however, nor are any new methods guaranteed to improve the quality of instruction. Nevertheless, through a combination of clinical supervision, teacher evaluation, inservice education, incentive programs, and instructional leadership, administrators can upgrade the competency of their staff and increase the likelihood of attracting and retaining competent and devoted professionals in their classrooms. (TE)

WHAT IS A COMPETENT TEACHER?

Before instituting minimum standards of competency or assessing teaching staff, administrators must carefully define competency. According to Pearson (1980), three judgments must be made to identify a person as a competent teacher:

--What standards must a teacher meet to teach satisfactorily rather than minimally?

--What skills are required in general for a person to perform at this level?

--Does the person in question have these requisite skills?

Researchers, who must rely on measurable outcomes, tend to define effective teachers as those whose students show statistically significant gains on reading and mathematics achievement tests. The researchers then identify teaching behaviors correlated with these gains.

Other, more subjective qualities have been associated with effective teaching. These include positive expectations, inspirational leadership, and a wide repertoire of **teaching skills** and motivational techniques (since no one instructional technique or **model** will work with all students all the time). An essential attribute of good teaching is therefore sound judgment and good sense--qualities that cannot be reduced to finite, measurable skills. Established criteria for teacher competency can at best delineate what is necessary, but not sufficient, for effective teaching.

#### HOW SHOULD THE COMPETENCY OF PROSPECTIVE TEACHERS BE ASSESSED?

Until recently, the assumption has been that state certification requirements, as implemented by colleges of education, were sufficient to ensure an adequate level of teacher competency. In response to widely publicized reports of teachers deficient in basic skills, two more rigorous methods of screening prospective teachers have been proposed: standardized tests for teachers and internship programs (or probationary appointments).

Proponents of teacher testing draw an analogy between education and other professions such as law or medicine to suggest that entrance examinations are an appropriate way to maintain professional standards, to weed out incompetent teachers, and to attract higher quality applicants.

Opponents of teacher testing question whether it will lead to higher quality applicants. As Hyman has observed, people are attracted to a given field by improved working conditions and higher salaries--not simply by more stringent entrance requirements (1984). If such tests are to be adopted, most educators maintain that they should be criterion-referenced and validated against performance requirements, rather than against training programs.

#### WHAT POLICIES ARE CONDUCIVE TO IMPROVING TEACHER COMPETENCY?

According to Joki (1982), school boards can help improve the quality of teaching by writing strong, clear policies on administrative accountability (including provisions for instructional leadership); on teacher recruitment, supervision, and evaluation; on an instructional **model** keyed to specific objectives; and on inservice training for administrators and teachers. Superintendents also might provide principals with clerical assistance to free more time for classroom observation, clinical supervision, demonstration teaching, and staff development (Joki 1982).

Teacher evaluation, in addition to its customary function of establishing a basis for promotion, retention, or dismissal of teachers, can also be a valuable tool for improving instructional effectiveness. A good evaluation program should emerge from the cooperative efforts of teachers and their evaluators in identifying broad areas of responsibility and specific objectives (Joki 1982). Thus teachers will "own" an evaluation program, rather than have one arbitrarily imposed.

Besides monitoring teacher performance, a specific objective of teacher evaluation should be to set measurable job improvement targets (Sweeney and Manatt 1982). Once targets are set, the principal and teacher work out a specific **plan of action** within a given time frame, and then review the teacher's progress in conference. Such clinical supervision promotes a school climate in which continuous improvement becomes an essential part of every teacher's job.

In addition to setting and clarifying expectations, administrators can

also employ incentives to induce teachers to excel in their profession. These include merit pay plans, career options (including career ladders), enhanced professional responsibilities (for example, master teacher plans), nonmonetary recognition such as annual awards, and improved working conditions.

FOR MORE INFORMATION

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This Digest was prepared for the ERIC Clearinghouse on Educational Management, 1984.

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32/7/19 (Item 19 from file: 35)

DIALOG(R) File 35:Dissertation Abs Online  
(c) 2003 ProQuest Info&Learning. All rts. reserv.  
871261 ORDER NO: AAD85-01414

**OUTSTANDING EFFECTIVE CLASSROOMS: A STUDY OF THE INTERDEPENDENCE OF COMPOSITIONAL, PSYCHOLOGICAL, BEHAVIORAL, AND ORGANIZATIONAL PROPERTIES IN FOUR PRIMARY CLASSROOMS (LITERACY SKILLS, CLASSROOM MANAGEMENT, TEACHER BELIEFS)**

Author: KIERSTEAD, JANET

Degree: PH.D.

Year: 1984

Corporate Source/Institution: CLAREMONT GRADUATE SCHOOL (0047)

Source: VOLUME 45/11-A OF DISSERTATION ABSTRACTS INTERNATIONAL.

PAGE 3272. 243 PAGES

Findings from school effectiveness and classroom processes research were synthesized to formulate the conceptual model used to guide this study. The model seeks to explain how psychological properties of the teacher (belief systems, expectations, source of reward, attitudes toward students, problem solving processes, and role assumed) are interrelated, and how they, in turn, affect the teacher's plan of action and the management and organization of the classroom. The model was tested, modified, and expanded through the study.

Two criteria were used in the selection of four primary

classrooms: (1) "outstanding" classrooms were nominated on the basis of reputation for an unusual degree of student willingness and ability to use literacy skills, and (2) those nominated were further screened for "effectiveness" on the basis of strong achievement test scores relative to students with similar backgrounds. The study spanned a 5 month period, with approximately 30 hours spent in each classroom for observation and interview of participants.

A relationship was found between (1) the teachers' belief in a dynamic, multifaceted view of the nature of intelligence, a positive view of the nature of man, and the teachers' fund of alternative teaching strategies, and (2) the establishment of a system of classroom management and organization in which the teachers attended to students according to need and allowed them to share in responsibility and control over learning. That system was comprised of four components: sequential processes for developing skills, strategies for ensuring student accountability, strategies for monitoring and guiding student growth, and a supportive environment of resources.

Recent work on Continuing Motivation and self perceptions thought to promote positive self-regard (Maehr, 1976) were used as the theoretical basis for explaining how the degree and nature of concern, consideration, and attention students received affected their willingness and ability to use their skills.

32/7/21 (Item 21 from file: 35)

DIALOG(R) File 35:Dissertation Abs Online  
(c) 2003 ProQuest Info&Learning. All rts. reserv.  
1052168 ORDER NO: AAD81-05134

**A SYSTEMS APPROACH FOR DEVELOPING COMMUNICATION PERFORMANCE OF A BANK SALES STAFF**

Author: ROMANS, SUSAN EILEEN

Degree: PH.D.

Year: 1980

Corporate Source/Institution: UNIVERSITY OF MARYLAND (0117)

Source: VOLUME 41/09-A OF DISSERTATION ABSTRACTS INTERNATIONAL.

PAGE 3927. 652 PAGES

This action research study applies systems approaches to changing employee's sales performance in a banking environment. The study two goals: to accomplish an organizational change and to contribute a **model** of such an intervention to the literature of speech communication.

The desired organizational change was accomplished; it is measured in the improved sales performance of the target group of employees. The need to improve the sales performance of banking employees appears frequently in sales **training** literature. Communications **skills** are viewed as the critical behaviors to bring about improved sales performance.

The study manipulates numerous variables (inputs) affecting the sales performance of the subjects. Useful inputs are selected by cost-benefit analyses. The inputs are designed to instruct communication behavior and to promote a system in which the desired behaviors may occur. Measures of behavior change indicates needs to strengthen coordination and control features of such change effort. In addition, instructional changes are proposed to increase the behavior change measured in the subjects.

The **model** for such interventions proposes that training interventions report to an authority figure in the area where performance must be improved. This relationship would improve the level of control and coordination of a performance development system. The **action plan** for performance change involves managing the change through this authority

figure and other employees in that part of the organization.

File 1:ERIC 1966-2003/Jun 17  
File 121:Brit.Education Index 1976-2003/Q2  
File 437:Education Abstracts 1983-2003/May  
Set Items Description  
S1 146806 MODEL??? OR MODELL??? OR PROTOTYPE? ?  
S2 126663 CLASSROOM OR SCHOOL() ROOM  
S3 1260025 EDUCAT? OR TEACH?  
S4 182203 MANAG????? OR LEADER? OR LEAD OR LEADS OR LEADING OR LED  
S5 4309 PLAN????(2N)ACTION  
S6 406765 TEACHER? ? OR INSTRUCTOR? ? OR PROFESSOR? ?  
S7 14008 S2(10N)(S3 AND S4)  
S8 94 S5 AND S7 AND S6  
S9 81175 S4/TI,DE  
S10 34 S8 AND S9  
S11 34 RD (unique items)  
S12 2 S11/2002:2003  
S13 32 S11 NOT S12  
S14 32 Sort S13/ALL/PY,D

14/9/7 (Item 7 from file: 1)

DIALOG(R)File 1:ERIC

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00985667 ERIC NO.: ED419265 CLEARINGHOUSE NO.: EA028965

**Teacher Leadership .**

Lashway, Larry;

CORP. SOURCE: National Association of Elementary School Principals,  
Alexandria, VA. (BBB23667); ERIC Clearinghouse on Educational Management,  
Eugene, OR. (SJJ69850)

5pp.

Research Roundup, v14 n3 Spr 1998  
1998 (19980000)

SPONSORING AGENCY: Office of Educational Research and Improvement (ED),  
Washington, DC. (EDD00036)

CONTRACT/GRANT NO.: RR93002006

AVAILABLE FROM: Educational Products, National Association of Elementary  
School Principals, 1615 Duke Street, Alexandria, VA 22314-3483 (single  
copies, \$2.50; \$2 each on orders of 10 or more; Virginia residents add  
4.5% sales tax).

EDRS Price MF01/PC01 Plus Postage.

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DOCUMENT TYPE: 22 (Collected works--Serials); 71 (ERIC product)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; Oregon

JOURNAL ANNOUNCEMENT: RIEOCT1998

TARGET AUDIENCE: Practitioners; Teachers

Ways in which **teachers** and principals respond to changing leadership  
roles and some practical steps that principals can take to support  
leadership are discussed in this article review. It focuses on five papers  
that explore educators' roles, offering advice on how to respond to  
changing expectations. "When is New: A Plan of Action" (A. W. Hart)  
examines ways that **teacher** leadership changes the principal's traditional  
duties. "Awakening the Sleeping Giant: Leadership Development for **Teachers**"  
(M. Katzenmeyer and G. Moller) suggests that **teacher** leadership can  
play a significant transformative part in K-12 schools, and that such  
**teacher leaders** are **classroom** -centered **leaders** who concentrate on  
**teaching** and learning rather than on organizational "nuts and bolts."

"Effects of Teacher Leadership on Their Teaching Practice" (M. N. Ovando) surveyed 25 teachers who revealed that leadership roles demanded time that used to be devoted to planning periods and other free moments.

"Supports and Barriers to Teacher Leadership: Reports of Teacher Leaders" (L. F. Zinn) presents research showing that the new leadership role can be difficult for teachers to master and that support is crucial to the process, such as a strong network of colleagues and administrator support. "Teacher Leaders and Their Principals: Exploring the Development of New Working Relationships" (M. A. Smylie and J. Conyers) states that once teachers assume a leadership role, they must redefine their relationship with the principal in order to reduce any role ambiguity. (RJM)

DESCRIPTORS: Administrator Role; Book Reviews; Elementary Secondary Education; Faculty Development; \*Leadership; Principals; \*Professional Development; \*Teachers

IDENTIFIERS: Teacher Leaders; \* Teacher Leadership

14/9/15 (Item 15 from file: 1)

DIALOG(R)File 1:ERIC

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00889896 ERIC NO.: ED377568 CLEARINGHOUSE NO.: EA026364

The Journey to Quality: Translating the Quality School Concepts into Action in Your Staffroom and Classroom.

Tinsley, Mariwyn; Perdue, Mona G.

171pp.

1993 (19930000)

ISBN: 0-944337-10-4

AVAILABLE FROM: New View Publications, P.O. Box 3021, Chapel Hill, NC 27515-3021 (\$20, U.S.; \$25, Canada).

Document Not Available from EDRS.

LANGUAGE: English

DOCUMENT TYPE: 10 (Book); 55 (Guides--Non-classroom)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; North Carolina

JOURNAL ANNOUNCEMENT: RIEMAY1995

TARGET AUDIENCE: Teachers; Practitioners; Counselors

This discussion guide for facilitators helps school staff translate the concept of William Glasser's control theory, reality therapy, and the Quality School to the classroom. Each discussion chapter focuses on key concepts that staff members process before applying them in their classrooms. The activities are designed to help students and teachers attain more quality in their lives. The staff discussion sessions use reflective thinking, self-evaluation, feedback, and journal writing. Twenty chapters present strategies and information on meeting basic needs (such as belonging, fun, freedom, power, and survival), developing collegial faculty relationships, building a vision of the Quality School, understanding the teacher's expanded role, using positive versus negative coercion, problem solving without coercion, and crafting a plan for action. (LMI)

DESCRIPTORS: Classroom Techniques; \*Educational Environment; \*Educational Quality; Elementary Secondary Education; Interpersonal Communication; Motivation; Organizational Climate; \*Organizational Communication; \*Organizational Development; Organizational Theories; Self Evaluation (Individuals); \*Total Quality Management

14/9/18 (Item 18 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

COUNTRY OF PUBLICATION: U.S.; Virginia

JOURNAL ANNOUNCEMENT: RIEJUN1985

TARGET AUDIENCE: Administrators; Practitioners

The cluster of studies that has come to be called the "effective schools research" is providing a reliable database on the basic differences between effective and noneffective schools. Researchers have identified three fundamental factors common to effective schools: (1) a belief in, and commitment to, student learning; (2) a sense of control among professional staff; and (3) concrete **action plans**. In addition, a number of specific elements were found in schools where student achievement was above expected levels. For example, principals in effective schools are characterized as being well organized, making frequent **classroom** visits, and conveying high expectations for students and staff, and **teachers** are characterized by having high verbal and conceptual ability, a concern for upgrading professional skills, and spending more time actively teaching. Effective schools have an orderly school climate; discipline that is clear, firm, and consistent; and parental involvement in student learning. Programs in effective schools are goal-oriented with immediate feedback to students. Finally, effective schools have programs for assessing and evaluating their own staffs and programs. Research findings on school improvement have had positive effects in restoring public confidence and raising expectations, focusing attention on the individual school as the unit for effecting change, and emphasizing the leadership role of the school principal. (MLF)

DESCRIPTORS: Educational Assessment; \*Educational Environment; Educational Research; Elementary Secondary Education; **Leadership Qualities**; \*Principals; \*Program Effectiveness; \*School Effectiveness; \* Teacher Effectiveness

IDENTIFIERS: \*Effective Schools Research

File 1:ERIC 1966-2003/Jun 17  
 File 121:Brit.Education Index 1976-2003/Q2  
 File 437:Education Abstracts 1983-2003/May

Set	Items	Description
S1	146806	MODEL??? OR MODELL??? OR PROTOTYPE? ?
S2	126663	CLASSROOM OR SCHOOL()ROOM
S3	1260025	EDUCAT? OR TEACH?
S4	182203	MANAG????? OR LEADER? OR LEAD OR LEADS OR LEADING OR LED
S5	4309	PLAN?????(2N)ACTION
S6	406765	TEACHER? ? OR INSTRUCTOR? ? OR PROFESSOR? ?
S7	4	S1 AND S2(10N)S3 AND S2(10N)S4 AND S5 AND S6
<b>S8</b>	<b>4</b>	<b>RD (unique items) [not relevant]</b>
S9	230	S1(S)(S3 AND S4) AND S5
S10	105	S9 AND S6
S11	11	S5(10N)S6 AND S10
S12	10	S11 NOT S7
S13	10	RD (unique items)
<b>S14</b>	<b>10</b>	<b>Sort S13/ALL/PY,D</b>
S15	29	S1/DE, TI AND S5/DE, TI
S16	273122	S6/TI, DE
S17	4	S15 AND S16
<b>S18</b>	<b>4</b>	<b>S17 NOT (S7 OR S11)</b>
S19	25	S15 NOT (S7 OR S11 OR S17)
S20	25	RD (unique items)
S21	1	S20/2002:2003
S22	24	S20 NOT S21
<b>S23</b>	<b>24</b>	<b>Sort S22/ALL/PY,D [not relevant]</b>
S24	20859	LEADERSHIP/DE
S25	43	S1 AND S5 AND S24
S26	41	S25 NOT (S7 OR S11 OR S15)
S27	41	RD (unique items)
S28	0	S27/2002:2003
<b>S29</b>	<b>.41</b>	<b>Sort S27/ALL/PY,D</b>

14/7/9 (Item 9 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

00577894 ERIC NO.: ED251904 CLEARINGHOUSE NO.: EA016624

PRISM--Pittsburgh's Research Based Instructional Supervisory Model for Staff Development.

Marshall, Ann;

CORP. SOURCE: Pittsburgh Univ., PA. School of Education. (SYN73300)

6pp.

1982 (19820000)

NOTES: In: Technical Assistance for School Improvement. Knowledge Use and School Improvement--1982 (EA 016 620).

SPONSORING AGENCY: Pennsylvania State Dept. of Education, Harrisburg. (SYN71650)

CONTRACT/GRANT NO.: 778250

EDRS Price MF01 Plus Postage. PC Not Available from EDRS.

LANGUAGE: English

DOCUMENT TYPE: 141 (Reports--Descriptive); 150 (Speeches/meeting papers)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; Pennsylvania

JOURNAL ANNOUNCEMENT: RIEMAY1985

TARGET AUDIENCE: Policymakers; Administrators; Teachers; Practitioners

PRISM, the Pittsburgh Research-Based Instructional Supervisory Model, was initiated when the superintendent convened an Instructional Leadership Committee (ILC) to develop a plan for improving instruction and instructional leadership within the district. The Pittsburgh Public Schools' Learning Research Development Center then conducted a districtwide needs assessment on which the ILC based its 3- to 5-year implementation program. On the basis of this program, the four assistant directors for staff development prepared a plan of action. In consultation with selected administrators and teachers, the Staff Development Team (SDT) established a training program applicable to all Pittsburgh public schools and at all grade levels. Following several 1-day administrator inservice meetings, a total of 200 administrators were trained in 5-day inservice sessions conducted by the SDT for groups of no more than 40. Following sets of recommendations developed by the ILC and the SDT, PRISM is working toward a personnel evaluation plan for wider school-based implementation. The PRISM training process has followup components for every phase and is built on a sequence of five components essential to any staff program: (1) presentation of theory, (2) modeling or demonstration, (3) practice under simulated conditions, (4) structured feedback, and (5) coaching for application. (JBM)

18/7/1 (Item 1 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

00823726 ERIC NO.: ED352719 CLEARINGHOUSE NO.: EA024526

Documentation and Evaluation of School Restructuring: Dilemmas of a New Paradigm.

Johnson, Beverly M.

21pp.

April 1992 (19920400)

NOTES: Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

EDRS Price MF01/PC01 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 120 (Opinion papers); 141 (Reports--Descriptive); 150 (Speeches/meeting papers)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; District of Columbia

JOURNAL ANNOUNCEMENT: RIEMAY1993

A new paradigm for evaluating school restructuring that is based on the teacher-as-researcher concept, or action research, is presented in this paper. The first section compares the traditional and new evaluation paradigms. The old model is competitive, one-dimensional, reactive, and based on external change agents; it appeals to fear and views the teacher as passive. The new model is cooperative, three-dimensional, responsive, and based on internal change agents; it appeals to inspiration and views the teacher as active. The second section examines problems involved in shifting to the new paradigm. Resistance to change is often based on expectations and past experiences; the questions most often asked by novice evaluators are Who, How, When, and Why? The Learning Laboratory Initiative, a district-level restructuring project, has four goals for evaluation: (1) empower the stakeholders; (2) support the work; (3) showcase what is being learned; and (4) inform policy development. A conclusion is that evaluation for development purposes helps change schools into true learning organizations. Teachers and local shareholders engaged in designing, implementing, and evaluating their educational vision accomplish a shared

mission, personal mastery, and team learning. Appendices include a comparison of evaluation paradigms, a description of the roles and responsibilities of the evaluation coordinator, and a figure demonstrating the quartiles of collaborative inquiry. (Contains 22 references.) (LMI)

**29/7/3 (Item 3 from file: 1)**

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

01033514 ERIC NO.: ED435677 CLEARINGHOUSE NO.: TM030307

Cluster Evaluation as Program Development.

Burnham, Byron R.

13pp.

November 06, 1999 (19991106)

NOTES: Paper presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 3-6, 1999).

EDRS Price MF01/PC01 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 141 (Reports--Descriptive); 150 (Speeches/meeting papers)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; Utah

JOURNAL ANNOUNCEMENT: RIEAPR2000

Cluster evaluations have been defined as involving multiple sites, focusing on longer term projects, involving substantially different approaches to similar problems, and improving the social condition. Cluster evaluation is illustrated through the description of an initiative funded by the W. K. Kellogg Foundation called the Leadership for Institutional Change (LINC) program. LINC seeks to provide support and guidance for new leadership **models** in higher education among land grant universities. Cluster evaluators were identified rather early in the LINC process, but only after the extensive needs analysis had been conducted. The cluster evaluator did have some input into the process of initiative design. Experiences from the LINC initiative and other cluster evaluations have resulted in a proposed cluster evaluation framework, which contains the following elements: (1) evaluate the planning context and client system; (2) assess the needs assessment; (3) evaluate and refine the program objectives; and (4) assess the proposed objectives and **action plans**. (SLD)

**29/7/9 (Item 9 from file: 1)**

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

00954021 ERIC NO.: ED402681 CLEARINGHOUSE NO.: EA028147

Helping Leaders Take Effective Action: A Program Evaluation.

Young, Dianne P.; Dixon, Nancy M.;

CORP. SOURCE: Center for Creative Leadership, Greensboro, NC. (BBB12363)

62pp.

1996 (19960000)

ISBN: 1-882197-18-6

AVAILABLE FROM: Center for Creative Leadership, Publication, P.O. Box 26300, Greensboro, NC 27438-6300 (Stock No. 174; \$18; add 6 percent of subtotal with \$4 minimum shipping and handling).

EDRS Price MF01 Plus Postage. PC Not Available from EDRS.

LANGUAGE: English

DOCUMENT TYPE: 142 (Reports--Evaluative)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; North Carolina

JOURNAL ANNOUNCEMENT: RIEMAY1997

In 1991 the Center for Creative Leadership (CCL) launched its LeaderLab program, with the goal of helping executives take more effective action in their leadership situations. This publication presents findings of a program evaluation that explored whether program participants took more effective action in their leadership situations. Data were obtained from a questionnaire of 29 participants and 38 nonparticipants; telephone interviews with 27 participants, their coworkers, and process advisors; and telephone interviews with 32 participants. The questionnaire indicated that participants were perceived as having made significant positive change on every category except "balance," and that this positive change was associated with increased effectiveness. The first set of telephone interviews showed that participants took the most action in the following areas: interpersonal relationships, organizational systems, coping with emotional disequilibrium, facilitating communication/listening, sense of purpose/vision, and balance/family. The control group made fewer changes than did the program participants. The second set of telephone interviews showed that participants favored the assistance of the process advisor, the program's structure, the visioning and **action - planning** exercises, the diversity of participants, and the artistic activities. An unexpected finding was that many participants came to the program with a reasonable amount of turbulence in their personal and work lives. They reported four types of turbulence that affected their ability to carry out **action plans** : general work-related, job-specific, personal, and psychological. Participants approached implementation from three different **models** : goal focus, vision focus, and process focus. Ten tables, 2 figures, a list of CCL publications, an index, and an appendix containing further information on outcome studies are included. (Contains 37 references.) (LMI)

29/7/10 (Item 10 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

00951259 ERIC NO.: ED399919 CLEARINGHOUSE NO.: HE029555

Using the Malcolm Baldrige Criteria To Improve Quality in Higher Education.

Moore, Nelle

7pp.

May 1996 (19960500)

NOTES: Paper presented at the Forum of the Association of Institutional Research (Albuquerque, NM, May 1996).

AVAILABLE FROM: Office of Institutional Research, San Juan College, 4601 College Blvd., Farmington, NM 87402 (free).

EDRS Price MF01/PC01 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 55 (Guides--Non-classroom); 150 (Speeches/meeting papers)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; New Mexico

JOURNAL ANNOUNCEMENT: RIEFEB1997

TARGET AUDIENCE: Administrators; Practitioners

This report discusses the Malcolm Baldrige (MB) Education Criteria, the award process, and the experiences of one institution, San Juan College (New Mexico), that received an award at the state level. The Baldrige Criteria are based on 11 core values: (1) learning-centered education; (2) leadership; (3) continuous improvement and organizational learning; (4) faculty and staff participation and development; (5) partnership development; (6) design quality and prevention; (7) management by fact; (8) long-range view of the future; (9) public responsibility and citizenship; (10) fast response; and (11) results orientation. An institution under

consideration for an award under the Baldrige Criteria must submit to the awarding agency a self-assessment report written around the seven MB Criteria providing the framework for the core values, including leadership; information and analysis; strategic and operational planning; human resource development and management; education and business process management; school performance results; and student focus and satisfaction. In 1994 and 1995, San Juan College participated in the Quality New Mexico Award process. This process uses teams of evaluators who read, score, and write feedback comments on reports of organizations under consideration for an award. This document concludes that the Baldrige Criteria have provided a conceptual framework that focused the **action planning** process of San Juan College. (CK)

29/7/11 (Item 11 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.  
00924939 ERIC NO.: ED393178 CLEARINGHOUSE NO.: EA027432  
The Leadership Development **Model** : Ideas into Action.

LeCompte, Karon; Talbert, Tony

14pp.

February 1996 (19960200)

EDRS Price MF01/PC01 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 141 (Reports--Descriptive)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; Texas

JOURNAL ANNOUNCEMENT: RIEAUG1996

Educators often have a vision but lack the tools necessary for transforming it into reality. This paper describes the Dupont Leadership-Development Process **Model** (1988), a tool for determining educators' priorities and helping them accomplish their goals. The **model** has been applied in business and educational settings. The paper describes its uses for field-experience programs, developing partnerships, and developing school distict unity. The **model** is comprised of a planning level and an **action** level. The **planning** level trains participants to examine their beliefs, philosophy, principles, and concepts. These are the activating forces or "want" values behind the implementation of an idea. The action level is a cycle comprised of design, strategy, action, and evaluation phases. The action components are the restraining force, or "ought" values, that work against the activating forces until a compromise is reached. An example of a community field-experience is included. (LMI)

29/7/12 (Item 12 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.  
00903331 ERIC NO.: EJ514766 CLEARINGHOUSE NO.: EC612389

A Model for Supporting Higher Education Faculty in Their Early Intervention Personnel Preparation Roles.

Winton, Pamela J.

Infants and Young Children, v8 n3 p56-67 Jan 1996  
1996 (19960000).

ISSN: 0896-3746

LANGUAGE: English

DOCUMENT TYPE: 80 (Journal articles); 141 (Reports--Descriptive)

RECORD TYPE: ABSTRACT

JOURNAL ANNOUNCEMENT: CIJAPR1996

The Southeastern Institute for Faculty Training **model** for preparing interdisciplinary teams of higher education faculty to provide leadership in training in early intervention for young children with disabilities and their families is described. The **model** includes stakeholder support, leadership commitment, needs assessment, infusion of information and activities to meet needs, **action plan**, follow-up support, and evaluation. (SW)

29/7/17 (Item 17 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

00887591 ERIC NO.: ED375263 CLEARGINGHOUSE NO.: CE067402

Implementing the Indiana **Model**. Indiana Leadership Consortium: Equity through Change.;

CORP. SOURCE: Indiana Leadership Consortium. (BBB32181)

142pp.

June 1994 (19940600)

SPONSORING AGENCY: Indiana State Dept. of Education, Indianapolis.

(BBB23802)

EDRS Price MF01/PC06 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 141 (Reports--Descriptive)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; Indiana

JOURNAL ANNOUNCEMENT: RIEMAR1995

This guide, which was developed as a part of a multi-year, statewide effort to institutionalize gender equity in various educational settings throughout Indiana, presents a step-by-step process **model** for achieving gender equity in the state's secondary- and postsecondary-level vocational programs through coalition building and implementation of a change process that infuses gender equity concepts and practices into existing programs and policies. Discussed in the overview are the following: the manual's purpose and contents; the purpose and components of the Indiana **model**; and the purpose, membership, and operation of the leadership consortium responsible for overseeing the **model**'s implementation. The following topics are covered in the section on impact sites: staffing roles and responsibilities, local **action plans**, institutional changes, the student **model**, infusion strategies, and implementation of the **model** at the various impact sites. A chart detailing mentoring activities conducted at selected demonstration sites is provided. Presented in a section devoted to technical assistance are an overview of the 3-year training agenda for leadership consortium members and a series of conclusions and recommendations based on information gathered by those individuals actually implementing the **model** and those affected by the project. Concluding the guide are a glossary and maps to the equity and change demonstration sites. (MN)

29/7/24 (Item 24 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

00667336 ERIC NO.: ED288671 CLEARGINGHOUSE NO.: RC016464

Alternative Rural School Improvement **Models**: Developmental and Cultural Perspectives.

Sackney, L. E.; Wilson, K. A.

20pp.

May 1987 (19870500)

Serial 10/016905

July 10, 2003

NOTES: Paper presented at the Canadian Association for the Study of Educational Administration (Hamilton, Ontario, May 31, 1987).

EDRS Price MF01/PC01 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 141 (Reports--Descriptive); 150 (Speeches/meeting papers)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: Canada; Saskatchewan

JOURNAL ANNOUNCEMENT: RIEAPR1988

TARGET AUDIENCE: Practitioners

Although effective schools research has indicated the need for an added emphasis on increasing student achievement within a satisfying learning climate, the issue of how best to implement this research has been perplexing for both researchers and practitioners. Different approaches are being tried in two rural Saskatchewan school divisions. In Division A (six schools), the project consisted of three main activities: reviewing a set of nine school effectiveness variables; having each school staff use a rating procedure to choose which of the nine factors might be the best starting point for an improvement effort; and explaining a "plan of action" process whereby specific targets, procedures, and responsibilities were developed for whole staff approval before implementation. Reaction to the project was varied, but generally the improvements attempted were satisfactory to the staff. The degree of commitment and leadership were reflected in the success rate. In Division B (15 schools), the basic intention is the improvement of principalship, judged important because of the centrality of the principal's role in building and sustaining the organizational culture of the school. School improvement will then come about through cultural linkages. It is expected that the cultural development approach will yield more successful results, but the results are not yet known. (JMM)

29/7/25 (Item 25 from file: 1)

DIALOG(R) File 1:ERIC

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00665876 ERIC NO.: ED287211 CLEARINGHOUSE NO.: EA019726

Instructional Leadership: A Composite Working Model . Synthesis of the Literature.

Weber, James R.;  
CORP. SOURCE: North Central Regional Educational Lab., Elmhurst, IL.  
(BBB24174); ERIC Clearinghouse on Educational Management, Eugene, OR.  
(SJJ69850)

71pp.

June 1987 (19870600)

NOTES: Prepared by the ERIC Clearinghouse on Educational Management under contract to NCREL. For other documents in the same series, see ED 019 727-731.

SPONSORING AGENCY: Office of Educational Research and Improvement (ED), Washington, DC. (EDD00036)

CONTRACT/GRANT NO.: 400-86-0004

AVAILABLE FROM: Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate St., Eugene, OR 97403 (\$8.00); North Central Regional Educational Laboratory, 295 Emroy Ave., Elmhurst, IL 60126 (\$8.00).

EDRS Price MF01/PC03 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 71 (ERIC product); 141 (Reports--Descriptive)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; Oregon

JOURNAL ANNOUNCEMENT: RIEMAR1988

TARGET AUDIENCE: Practitioners

This synthesis of research findings translates investigations in instructional leadership into a working **model** for practitioners-- principals, assistant principals, teachers, and others. Three kinds of research--theoretical, practical, and ethnographic--are used to develop a **model** based on six interrelated functions of instructional leadership, covered in six chapters. The first of these is setting academic goals, and this involves communicating a vision of success and developing a **plan of action**. Chapter 2 addresses the task of organizing the instructional program. Included is a discussion of managing the school as a loosely coupled system, a section on curriculum management, and an outline of organizational strategies. Chapter 3 discusses the hiring, supervision, and evaluation of teachers. Chapter 4 provides strategies for protecting instructional time and programs, and chapter 5 discusses the importance of maintaining high expectations to establish a climate for learning. Chapter 6 is devoted to monitoring achievement levels and evaluating programs. Instead of the more common "engineering" **model** of evaluation (based on input/output analysis), a "medical" **model** is proposed, based on assessing a wider range of characteristics and looking at unintended as well as intended outcomes. A 7-page bibliography lists 71 references. (TE)

29/7/28 (Item 28 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

00607807 ERIC NO.: ED264051 CLEARGHOUSE NO.: RC015480

Rural Science Education: A **Model** for Improvement.

Enochs, Larry G.;

CORP. SOURCE: Kansas State Univ., Manhattan. Coll. of Education. (BBB07213)

35pp.

October 1985 (19851000)

NOTES: Paper presented at the Conference of the National Rural Education Association (77th, Cedar Rapids, IA, October 12-15, 1985).

SPONSORING AGENCY: National Science Foundation, Washington, DC. (FGK57295)  
EDRS Price MF01/PC02 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 141 (Reports--Descriptive); 150 (Speeches/meeting papers)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; Kansas

JOURNAL ANNOUNCEMENT: RIEAPR1986

TARGET AUDIENCE: Practitioners

To meet the need for improved science instruction in rural schools, a project to identify, honor, and provide training for outstanding rural science teachers in grades 6-9 was designed cooperatively by the National Science Foundation, Kansas State University, Kansas Cosmosphere and Discovery Center, and rural school districts. In order to create a pool of excellent teachers with the ability and skills to help other rural science teachers, the project provided training in science content, methodology, leadership, and staff development. Participants were selected from 141 districts in rural Kansas. Instructional activities were conducted during a 2-week summer period. One week--spent at the Cosmosphere--focused on space science and technology, and 1 week--spent at Kansas State University--focused on science education and staff development. This paper includes discussion of project evaluation and follow-up activities planned or underway. A summary of project needs, objectives, and activities is

provided along with criteria for participant selection. Appendices contain a needs assessment survey conducted with participants, participant application form, and guidelines for an **action plan** that each participant developed to implement changes in science instruction at the local level. The 4-step plan covers evaluating science teaching situations, school and district organization, evaluating proposed changes, and factors in implementing change. (JHZ)

**29/7/29 (Item 29 from file: 1)**

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

00584349 ERIC NO.: ED258359 CLEARGHOUSE NO.: EA017857

School Effectiveness: Problem-Solving and Managing Conflict.;

CORP. SOURCE: Minnesota State Dept. of Education, St. Paul. (NSD52650)

30pp.

1985 (19850000)

EDRS Price MF01/PC02 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 55 (Guides--Non-classroom)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; Minnesota

JOURNAL ANNOUNCEMENT: RIENOV1985

GOVERNMENT: State

TARGET AUDIENCE: Practitioners

This module discusses the theory and practice of school improvement and outlines a nine-step systematic problem-solving process for developing an **action plan** addressing school improvement goals. The first section describes a general **model** for the study of the school as a social system, as developed by Getzels and Thelen (1960). The second section discusses the appropriate use of knowledge from the behavioral sciences in developing more effective schools. Four basic theoretical **models** are reviewed: Maslow's Need Hierarchy, Herzberg's Motivation-Hygiene Theory, McGregor's Theory X and Y, and Blake and Mouton's Managerial Grid Analysis. The third section then presents the nine steps to systematic problem-solving: (1) defining the problem area, (2) identifying the present level, (3) identifying the desired level, (4) reevaluating the problem in light of the discrepancy between present and desired levels, (5) identifying the possible causes that have led to the present situation, (6) using consensus to select those causes that seem most likely, (7) identifying possible solutions, (8) evaluating each solution, and (9) formulating a specific, detailed **plan of action**. The fourth section lists the advantages and disadvantages of five approaches to conflict management: competition, accommodation, avoidance, compromise, and collaboration. Appended are participant worksheets for viewing a film, "Managing Conflict," available from the Minnesota Department of Education, a chart of the **model** for conflict management, and grid sheet for systematic problem-solving. (TE)

**29/7/30 (Item 30 from file: 1)**

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

00634783 ERIC NO.: ED273025 CLEARGHOUSE NO.: EA018759

Master Plan. More Effective Schools/Teaching Project. Report of the Leadership Planning Team to the Superintendent of Schools.;

CORP. SOURCE: Spencerport Central Schools, NY. (BBB20073)

15pp.

June 13, 1983 (19830613)

NOTES: In its: Spencerport Central Schools More Effective Schools/Teaching Project Documents; see EA 018 758.

EDRS Price MF01/PC01 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 55 (Guides--Non-classroom); 141 (Reports--Descriptive)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; New York

JOURNAL ANNOUNCEMENT: RIEJAN1987

TARGET AUDIENCE: Administrators; Practitioners

This document outlines an overall **plan of action** for improving school effectiveness in the Spencerport (New York) school system. This master plan (developed by a leadership planning team consisting of key personnel in the Spencerport system, in cooperation with the Institute of Research on Teaching, College of Education, Michigan State University) includes stated project goals for all school buildings, a list of instructional program priorities, definitions of key terms, a list of standards for monitoring the minimum academic mastery goal, a concomitant goal, a list of identified assumptions upon which effective schools/teaching rest, and a **model** for school change. This **model** recommends collecting needs assessment data from each school and forming individual building committees, who will be trained in group process skills, data analysis, and plans development. Each committee shall develop a plan for its building based upon needs assessment data, shall share this plan with the total faculty, shall establish regular opportunities for input and review, and shall prepare new plans for future years based upon an annual evaluation of the plan's implementation. The document concludes with a calendar timeline for followup action and a diagram illustrating the sequential phases of the entire project. (IW)

29/7/33 (Item 33 from file: 1)

DIALOG(R)File 1:ERIC

(c) format only 2003 The Dialog Corporation. All rts. reserv.

00480234 ERIC NO.: ED209404 CLEARGHOUSE NO.: UD021765

School Climate Improvement: A Model for Effective School Change.

Dumaresq, Richard; Blust, Ross

22pp.

July 1981 (19810700)

EDRS Price MF01/PC01 Plus Postage.

LANGUAGE: English

DOCUMENT TYPE: 142 (Reports--Evaluative)

RECORD TYPE: ABSTRACT

COUNTRY OF PUBLICATION: U.S.; Pennsylvania

JOURNAL ANNOUNCEMENT: RIEMAR1982

This paper outlines a school climate improvement project conducted by the Pennsylvania State Department of Education and based on an intervention **model** for changing school climate. The **model** reflects the views of school effectiveness according to several researchers and emphasizes: (1) an integrating, ongoing problem solving attitude within the school community; (2) the presence of strong leadership; (3) high teacher expectations; (4) a collaborative approach to decision-making by school personnel; and (5) a focal point to change efforts. The paper discusses the planned change steps in the climate improvement **model** with emphasis on the entry, diagnosis, **action planning** and implementation/evaluation of the change agent. Also included is a list of general climate factors and climate determinants, as well as program, process, and material determinants that affect school climate. (JCD)

File 15:ABI/Inform(R) 1971-2003/Jul 03

Set	Items	Description
S1	1079	RESULTS (2W) (EVALUATION OR ASSESSMENT)
S2	21	S1(5N)MODEL
S3	9240	ACTION (2N) PLAN
S4	0	S2(S)S3
S5	16893	ACTION (5N) PLAN????
S6	0	S2(S)S5
S7	810187	PLAN????
S8	1	S2(S)S7
S9	1	<b>S8 NOT S4</b>
S10	20	S2 NOT S8
S11	4	S10/2002:2003
<b>S12</b>	<b>16</b>	<b>S10 NOT S11</b>
S13	586826	ACTION OR PLAN OR PLANS
S14	0	S12(S)S13
S15	17557	CLASSROOM? ?
S16	0	TEACHER() EVALUATION (5N) MODEL
S17	2149	EVALUATION (5N) MODEL
S18	93	S15 AND S17
S19	0	S5(S)S15(S)S17
S20	13	S5 AND S18
<b>S21</b>	<b>13</b>	<b>RD (unique items)</b>

**9/3,K/1**

DIALOG(R)File 15:ABI/Inform(R)  
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 01991926 50709562

**Performance, Learning and Perceptions in Organizations**

Lanczycki, John J

Quality Progress v33n3 PP: 105-106 Mar 2000  
 ISSN: 0033-524X JRNL CODE: QPR

WORD COUNT: 346

...TEXT: practical and useful in assessing the effectiveness of quality initiatives.

The core concepts of the **results assessment** system work as a general **model** for any **planned** change whether it's a quality improvement, training process or learning sequence. The assessment of...

**12/3,K/2**

DIALOG(R)File 15:ABI/Inform(R)  
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 02378275 126755401

**The applicability of TAM outside North America: An empirical test in the United Kingdom**

Al-Gahtani, Said

Information Resources Management Journal v14n3 PP: 37-46 Jul-Sep 2001  
 ISSN: 1040-1628 JRNL CODE: RMJ

WORD COUNT: 7494

...TEXT: while examining for the convergent and discriminant validity of the research instruments. The revised measurement **model** was developed based on the **results** of the **assessment**. Following the assessment of the measurement model, the structural model was evaluated. To test the...

...the direct and the indirect effects (Alwin & Hauser, 1975; Ross, 1975).

**RESULTS**Testing the Measurement **Model**

Serial 10/016905

July 10, 2003

The **results** of the **assessment** of the measurement **model** show that one indicator (number of applications used) of the user acceptance construct...

12/3, K/15

DIALOG(R) File 15:ABI/Inform(R)

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00083680 78-18013

**Catch-22: The Problems of Incomplete Evaluation of Training**

Newstrom, John W.

Training & Development Journal v32n11 PP: 22-24 Nov. 1978

ISSN: 0041-0861 JRNL CODE: STD

...**ABSTRACT:** is based on the assumption that there are 4 distinct criteria (reaction, learning, behavior, and **results** ) in the **evaluation** of training. Kirkpatrick's **model** has both explicit and implicit assumptions that are considered by some to be simplistic approaches...

Education, v115, n1, p144(9)

Fall, 1994

ISSN: 0013-1172 LANGUAGE: English RECORD TYPE: Fulltext; Abstract

WORD COUNT: 4183 LINE COUNT: 00351

AUTHOR ABSTRACT: Site-based team consultation integrates social-influencing strategies with developmental group processes for identifying planning and problem solving solutions in schools. Included are three case studies of successful interventions by counselor/consultants when assisting teams to establish a classroom management program, infuse a drug and alcohol abuse prevention/intervention system and implement an approach for improving standardized achievement test scores.

... composition. In two cases, the principal acted as a facilitator who instructed and modeled sound **communication skills**. However, the specific interventions were regulated by the influencing relationships among members as well as...

...attention to the team's decision-making processes and the underlying ethical concerns of their **action plan**.

As members of site-based management teams become more aware of the group's stages....

**19/3,AB,K/8 (Item 8 from file: 15)**

DIALOG(R)File 15:ABI/Inform(R)

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02594694 489006

**The materiel manager's role in executive management**

Seigfried, Raymond J

Hospital Materiel Management Quarterly v14n4 PP: 29 May 1993 ISSN: 0192-2262 JRNL CODE: HMM

ABSTRACT: Before materiel managers can progress, it is essential that the basic fundamentals of their current departments are in place and are productive. There are countless techniques, tools, measurements, and computer **models** that have been advanced over the past decade and provide effective management of materiel resources. These techniques and tools, wherever appropriate, should be implemented to demonstrate the effectiveness of a well-run materiel management program. In addition to these basics, a comprehensive plan needs to be designed that will link the entire organization together in a **plan of action** to effectively manage materiel resources. Once these policies are revised, critiqued, and approved, the next step is to market the program hospitalwide. Materiel managers will become successful in hospital executive management in the 1990s if they have a winning attitude, practice skill building, and prove their **management ability**.

**19/3,AB,K/9 (Item 9 from file: 15)**

DIALOG(R)File 15:ABI/Inform(R)

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00646755 92-61695

**Counselling Business Start-Ups and Owner-Managers of Small Firms - A Psychological Study: Part 2**

Johnson, David J.

Employee Counselling Today v4n1 PP: 18-24 1992 ISSN: 0955-8217

JRNL CODE: EMC

WORD COUNT: 3541

ABSTRACT: A 3-stage **model** of business counseling is presented that is based on Reddy's (1987) **model** for the manager. In the first stage, Exploration and Understanding, the rapport between clients and business

File 350:Derwent WPIX 1963-2003/UD,UM &amp;UP=200343

File 347:JAPIO Oct 1976-2003/Feb (Updated 030603)

File 371:French Patents 1961-2002/BOPI 200209

Set	Items	Description
S1	98169	MODEL????
S2	109	PLAN(2N)ACTION
S3	110762	SKILL? ? OR ABILITY OR ABILITIES
S4	174234	LEADER???? OR LEADING OR PROFESSIONALISM
S5	9338	THINKING OR PLANNING OR SETTING(N)EXPECTATION?
S6	1354418	RELATING OR RELATIONSHIP? ? OR COMMUNICATION
S7	43261	TEACHING OR TRAINING
S8	172473	MANAGING OR MANAGEMENT
S9	889	S3(2N)S4:S8
S10	0	S1 AND S2 AND S9
S11	46	S1 AND S9
S12	18	S1(S)S9
S13	1	S2(S)S9
S14	1	<b>S2 AND S9 [not relevant]</b>
S15	985	ACTION(S) (PLAN OR PLANS OR PLANNING)
S16	1	S11 AND S15
S17	1	<b>S16 NOT S14</b>

**12/7,K/1 (Item 1 from file: 350)**

DIALOG(R)File 350:Derwent WPIX

(c) 2003 Thomson Derwent. All rts. reserv.

015368930 \*\*Image available\*\*

WPI Acc No: 2003-429868/200340

Individual communication skill assessing method in business, involves modeling conversations identified through analysis of electronic messaging to select individual for market projects

Patent Assignee: PROCTER &amp; GAMBLE CO (PROC )

Inventor: DOHERTY M E

Number of Countries: 001 Number of Patents: 001

Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week
US 20030055711	A1	20030320	US 2001897577	A	20010702	200340 B

Priority Applications (No Type Date): US 2001897577 A 20010702

Patent Details:

Patent No. Kind Lan Pg Main IPC Filing Notes

US 20030055711 A1 23 G06F-017/60

Abstract (Basic): US 20030055711 A1

NOVELTY - The communication skill of an individual (12) is determined by modeling the conversations between individuals identified through analysis of electronic messaging. An individual is selected based on the skill, for market research projects.

DETAILED DESCRIPTION - INDEPENDENT CLAIMS are also included for the following:

- (1) viral marketing activity conduction method; and
- (2) communication strength assessing apparatus.

USE - For assessing communication strength of individuals author, sender, using electronic messages such as chat sessions, e-mails retrieved from news archives, forum archives, chat archives, telephone record archives, in business and educational institution.

ADVANTAGE - Improves the efficiency of marketing activities.

DESCRIPTION OF DRAWING(S) - The figure shows the diagram of viral marketing architecture.

individual (12)  
pp; 23 DwgNo 1/13

Derwent Class: T01

International Patent Class (Main): G06F-017/60

**12/7,K/18 (Item 2 from file: 347)**

DIALOG(R)File 347:JAPIO

(c) 2003 JPO & JAPIO. All rts. reserv.  
07204436 \*\*Image available\*\*

OPTIMUM TRAINING RECOMMENDING DEVICE, OPTIMUM TRAINING RECOMMENDING METHOD AND COMPUTER READABLE RECORDING MEDIUM RECORDING OPTIMUM TRAINING RECOMMENDING PROGRAM

PUB. NO.: 2002-072848 [JP 2002072848 A]

PUBLISHED: March 12, 2002 (20020312)

INVENTOR(s): HONDA KAZUAKI

APPLICANT(s): FUJITSU LTD

APPL. NO.: 2000-264577 [JP 2000264577]

FILED: August 31, 2000 (20000831)

**ABSTRACT**

PROBLEM TO BE SOLVED: To enhance the result of training by recommending optimum training to a trainee.

SOLUTION: This optimum training recommending device is provided with a standard **model** database 160 for storing values for standard skills corresponding to a standard capable person, a **skill / training** correspondence database 170 for storing training information corresponding to the standard value information, a questionnaire's answer part 36 and a text's answer part 37 for collecting skill information of a trainee in a question and answer form via online, a skill analyzing part 38 for objectively analyzing the skill of the trainee based on the comparison result between the standard value information and the skill information and a training selecting part 39 for selecting training information suitable for the trainee out of the **skill / training** correspondence database 170 as optimum training information based on the result obtained by the skill analyzing part 38.

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**17/7,K/1 (Item 1 from file: 350)**

DIALOG(R)File 350:Derwent WPIX

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014686937 \*\*Image available\*\*

WPI Acc No: 2002-507641/200254

Cognitive functioning facilitating method for R and D applications, involves analyzing model with connections between functions, for discovering additional information, which is used to invent information for improving function

Patent Assignee: SILER T L (SILE-I)

Inventor: SILER T L

Number of Countries: 001 Number of Patents: 001

Patent Family:

Patent No	Kind	Date	Applicat No	Kind	Date	Week
US 20020061505	A1	20020523	US 9621498	A	19960710	200254 B
			US 97889475	A	19970708	
			US 98164285	A	19981001	
			US 2001882921	A	20010615	

Priority Applications (No Type Date): US 9621498 P 19960710; US 97889475 A 19970708; US 98164285 A 19981001; US 2001882921 A 20010615

## Patent Details:

Patent No.	Kind	Lan Pg	Main IPC	Filing Notes
US 20020061505	A1	22	G06N-003/08	Provisional application US 9621498
				Cont of application US 97889475
				CIP of application US 98164285

Abstract (Basic): US 20020061505 A1

NOVELTY - A **model** depicting connections between selected function to be improved and other things, is analyzed. The connections are explored by research, remodeling and are additionally analyzed and interpreted to discover additional information. Creative thinking and the additional information are used to invent information which is applied for improving the function.

USE - In corporate setting for enriching and accelerating research, development and design processes, to create multi-purpose visual knowledge maps, to form global strategic **plans** and corporate mission statements, to enhance re-engineering processes and effectively implement tactical and practical **action plans**, to improve **communication**, team building **skills**, collaborative work, innovation and productivity, to make connections between different work processes, to conceptualize a problem or scientific paradigm to test a hypothesis or challenge an assumption or examine and rethink the implications of a theory, for crisis management and conflict resolution. In education setting for making improvements in learning and applying curricular materials, to better understand and use curricular materials applied to every day life, to design educational games that enhance the learning process, to facilitate advanced **planning** and development of scholastic activities. Also used in home, to foster communication between family members, to develop abilities of families to act as life long collaborative learners, to improve family functionality, cohesion and well being, to nurture family values, awareness and interest in learning and discover points of human commonalities. For use in design of museum, garden, re-engineering of aspects of a telephone company's installation and service system, the development of new technology and services for leading application service providers (ASPs) in the internet industry, for invention and development of alternative fusion energy system, for enhancement of learning systems for schools and for improvement of systems and techniques for dealing with children-at-risk and broken families, for enhancing other functions including designing of games, children's pop-up books, CD-ROM's, internet electronic games and services, audio cassettes, videotapes and practical work exercises.

ADVANTAGE - Allows for greater freedom of conceptualizing, representing, expressing ideas, viewpoints, beliefs, vision, values, issues, problems or opportunities, enables people to apply their innate ability to think differently and innovatively inspiring a sense of creative freedom, encouraging openers and exercising people's curiosity, skepticism and wonderment.

DESCRIPTION OF DRAWING(S) - The figure shows the four steps involved in metaphorming process.

pp; 22 DwgNo 1/13

Derwent Class: T01

International Patent Class (Main): G06N-003/08

File 348:EUROPEAN PATENTS 1978-2003/Jun W05

File 349:PCT FULLTEXT 1979-2002/UB=20030703,UT=20030626

Set	Items	Description
S1	227301	MODEL????
S2	374	PLAN(2N)ACTION
S3	343667	SKILL? ? OR ABILITY OR ABILITIES
S4	182823	LEADER???? OR LEADING OR PROFESSIONALISM
S5	13437	THINKING OR PLANNING OR SETTING(N)EXPECTATION?
S6	487375	RELATING OR RELATIONSHIP? ? OR COMMUNICATION
S7	54073	TEACHING OR TRAINING
S8	90958	MANAGING OR MANAGEMENT
S9	158	S3(2N)S4
S10	130	S3(2N)S5
S11	961	S3(2N)S6
S12	729	S3(2N)S7
S13	365	S3(2N)S8
S14	2174	S9:S13
S15	2	<b>S1(S)S2(S)S14 [not relevant]</b>
S16	23	S1(S)S2
S17	5	S14 AND S16
S18	4	<b>S17 NOT S15</b>
S19	160	S1(S)S14
S20	7	S19 AND S2
S21	3	<b>S20 NOT (S15 OR S17)</b>
S22	7	S2(S)S14
S23	7	S1 AND S22
S24	4	<b>S23 NOT (S15 OR S17 OR S20)</b>

18/3,AB,K/1 (Item 1 from file: 349)

DIALOG(R)File 349:PCT FULLTEXT

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01013008

**METHOD AND APPARATUS FOR ADVANCED LEADERSHIP TRAINING SIMULATION  
PROCEDE ET APPAREIL DESTINES A LA SIMULATION DE LA FORMATION AVANCEE DES  
CADRES**

## Patent Applicant/Assignee:

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## Legal Representative:

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## Patent and Priority Information (Country, Number, Date):

Patent: WO 200342955 A1 20030522 (WO 0342955)

Application: WO 2002US32175 20021008 (PCT/WO US0232175)

Priority Application: US 200136107 20011109

Designated States: AE AG AL AM AT AU AZ BA BB BG BR BY BZ CA CH CN CO CR CU  
CZ DE DK DM DZ EC EE ES FI GB GD GE GH GM HR HU ID IL IN IS JP KE KG KP  
KR KZ LC LK LR LS LT LU LV MA MD MG MK MN MW MX MZ NO NZ OM PH PL PT RO  
RU SD SE SG SI SK SL TJ TM TN TR TT TZ UA UG UZ VN YU ZA ZM ZW  
(EP) AT BE BG CH CY CZ DE DK EE ES FI FR GB GR IE IT LU MC NL PT SE SK TR  
(OA) BF BJ CF CG CI CM GA GN GQ GW ML MR NE SN TD TG  
(AP) GH GM KE LS MW MZ SD SL SZ TZ UG ZM ZW  
(EA) AM AZ BY KG KZ MD RU TJ TM

Publication Language: English

Filing Language: English

Fulltext Word Count: 8119

#### English Abstract

A method and apparatus (Fig. 1) is disclosed for advanced leadership training simulation wherein the simulation teaches **skills** in **leadership** and related topics through an Internet-based distance-learning architecture. The distance-learning features link trainees at remote locations into a single collaborative experience via computer networks. Instructional storylines are created and programmed into a computer and then delivered as a simulated but realistic story to one or more participants. The participants' reactions are monitored and compared with expected results. The storyline may be altered in response to the participants' responses, and synthetic characters may be generated to act as automated participants or coaches. Constructive feedback is provided to the participants during or after the simulation.

#### Detailed Description

... generally to simulation technology, and more particularly to the use of simulation technology to teach **skills** in **leadership** and related topics through an Internet-based distance learning architecture, as well as for general...and the movement of the vehicles within the terrain. Such simulators are very effective at **teaching** basic operational **skills**. Networks of virtual simulators, including SIMNET, CCTT and the CATT family, are also available to...human behavior is still beyond current technical capabilities.

171 As a result, these kinds of **leadership** **skills** have routinely been taught in the classroom through lectures and exercises featuring handouts and

It...and easier to remember. Participants are also able to build judgmental, cognitive and decision-making **leadership** **skills** because the simulations provide realistic context in which to model outstanding leadersh' behavior. Story-based...

...is an increasing part of today's leadership challenges.

D 01 A prime consideration in **training** modern **leadership** **skills** is the establishment of a simulation network for collective training that reflects the real world...consumer gaming.

#### SUMMARY OF THE INVENTION

[161 The present application discloses simulation technology that teaches **skills** in **leadership** and related topics through an Internet-based distance-learning architecture. The simulations are extremely compelling...FIG. 1, the story representation system 20 is a computer program that provides a representation **model** within the system, i.e., it represents stories, structure and events in the program (akin...  
...allows integration of media and characters to a series of events and includes a task **model** 22. Expected participant behavior can be mapped onto the task **model** 22, which is a list of tasks to be performed and goals to be reached...with preconditions, structured contingencies and action descriptions that are more algorithmic in

nature, the task **model** 22 may be used as an expectation of participant action. By comparing the specific actions of a participant to the task **model** 22 for the participant's ideal real-world counterpart, the participant's progress may be tracked, and deviations warranting pedagogical or dramatic interventions may be flagged. The task **model** 22 preferably has three components. First, there is a goal hierarchy 24, which is an...in the goal hierarchy 24. The expected plan 26 is initially presented as a linear **plan of action**, which itself begins the execution of a set of ...a TacticEall Command Center once certain conditions are met. The third component of the task **model** is a staff battle plan 28.

**18/3,AB,K/2 (Item 2 from file: 349)**

DIALOG(R) File 349:PCT FULLTEXT

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00992422

**TEACHING METHOD**

**METHODE D'ENSEIGNEMENT**

Patent Applicant/Inventor:

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Legal Representative:

EDWARDS Gary R (et al) (agent), Crowell & Moring LLP, Intellectual Property Group, P.O. Box 14300, Washington, DC 20044-4300, US,

Patent and Priority Information (Country, Number, Date):

Patent: WO 200321550 A1 20030313 (WO 0321550)

Application: WO 2002US27559 20020830 (PCT/WO US0227559)

Priority Application: US 2001315699 20010830

Designated States: AE AG AL AM AT AU AZ BA BB BG BR BY BZ CA CH CN CO CR CU CZ DE DK DM DZ EC EE ES FI GB GD GE GH GM HR HU ID IL IN IS JP KE KG KP KR KZ LC LK LR LS LT LU LV MA MD MG MK MN MW MX MZ NO NZ PH PL PT RO RU SD SE SG SI SK SL TJ TM TR TT TZ UA UG UZ VN YU ZA ZW  
(EP) AT BE BG CH CY CZ DE DK EE ES FI FR GB GR IE IT LU MC NL PT SE SK TR  
(OA) BF BJ CF CG CI CM GA GN GQ GW ML MR NE SN TD TG  
(AP) GH GM KE LS MW MZ SD SL SZ TZ UG ZM ZW  
(EA) AM AZ BY KG KZ MD RU TJ TM

Publication Language: English

Filing Language: English

Fulltext Word Count: 10623

English Abstract

A method for teaching research and writing skills to children includes the steps of setting the stage by development of behavioral focus, checking for understanding through active student responses, and presenting and clarifying writing objective; using brain-frames, including development of analysis and evaluation of results, development of directions, getting organized for writing, and student application; developing a task by modeling and practice of task process and modeling and practice of the discourse for thinking; developing a topic, including background building, vocabulary building, inquiry strategies, understanding the purpose for writing/specific genre, and understanding authors' craft and literacy devices; search for and finding information, including identifying appropriate resources, developing strategies for information gathering, selective reading and comprehension, and sorting and prioritizing information; planning to write, revise and edit, including planning with partners, preparing a first draft, partner feedback, first revision, author's chair, second revision, conference

with teacher, third revision, editing, and final draft and final copy; presenting final product, including selection of presentation mode, creative time, and final presentation to the class, parents, audience; and self and peer assessment.

Fulltext Availability:

Detailed Description

Detailed Description

... flat on, their desk.

Next, show the kids each of the workbooks. Ask them to **model** the Think-kids, & workbooks by holding them in the air. Show them how to place...and the back of the notebook.

Make sure that all of the kids follow your **model**. Wait until they look at you and establish the **model** in their heads. This behavioral focus is critical to matching language and the message in context.

Closely monitor the kids as they transfer the **model** into a 'plan of action'.

Watch to see who can do the same modeling and then have them show their...to fill out a Search-and"Find card.

Searching and finding information is a key **thinking skill**, It involves the steps of locating headers, guide words, and making decisions based on what...

**21/3, AB/3 (Item 3 from file: 349)**

DIALOG(R)File 349:PCT FULLTEXT

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00563449

**A COMPUTER-IMPLEMENTED PROJECT KNOWLEDGE MANAGEMENT FACILITY**

**SYSTEME INFORMATIQUE DE GESTION DES CONNAISSANCES RELATIVES A UN PROJET**

Patent Applicant/Assignee:

NEOMETRON INC,  
GOLDBERG Adele,  
LEIBS David J,  
KUBALSKI Wlodek P,

Inventor(s):

GOLDBERG Adele,  
LEIBS David J,  
KUBALSKI Wlodek P,

Patent and Priority Information (Country, Number, Date):

Patent: WO 200026822 A1 20000511 (WO 0026822)

Application: WO 99US25948 19991103 (PCT/WO US9925948)

Priority Application: US 98107036 19981103; US 99118709 19990205

Designated States: AE AL AM AT AU AZ BA BB BG BR BY CA CH CN CR CU CZ DE DK  
DM EE ES FI GB GD GE GH GM HR HU ID IL IN IS JP KE KG KP KR KZ LC LK LR  
LS LT LU LV MA MD MG MK MN MW MX NO NZ PL PT RO RU SD SE SG SI SK SL TJ  
TM TR TT TZ UA UG US UZ VN YU ZA ZW GH GM KE LS MW SD SL SZ TZ UG ZW AM  
AZ BY KG KZ MD RU TJ TM AT BE CH CY DE DK ES FI FR GB GR IE IT LU MC NL  
PT SE BF BJ CF CG CI CM GA GN GW ML MR NE SN TD TG

Publication Language: English

Fulltext Word Count: 30917

English Abstract

A method of creating a mode-driven virtual community (10) having at least one objective (12) includes accessing a collection of templates that constitute partial descriptions of respective elements of the virtual community. The collection of templates are instantiated to generate the elements of the virtual community. The elements of the virtual community

specifying structural and behavioral constructs of a model (22) according to which the virtual community is structured. The instantiating of the collection of templates may be performed utilizing a decision framework (34) constructed utilizing input derived from participants (26) within an earlier virtual community instantiated utilizing the collection of templates. In an alternative embodiment, instantiating of the collection of templates is performed utilizing a decision framework (34) constructed utilizing domain-specific knowledge (42).

**24/3,AB/1 (Item 1 from file: 349)**

DIALOG(R) File 349:PCT FULLTEXT  
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00860447

**PROCESSING MANAGEMENT INFORMATION  
TRAITEMENT D'INFORMATION DE GESTION**

Patent Applicant/Assignee:

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Legal Representative:

REYES Jason A (et al) (agent), Hale and Dorr, LLP, 60 State Street, Boston, MA 02109, US,

Patent and Priority Information (Country, Number, Date):

Patent: WO 200193072 A2 20011206 (WO 0193072)

Application: WO 2000US12029 20000601 (PCT/WO US0012029)

Priority Application: WO 2000US12029 20000601

Designated States: AE AL AM AT AU AZ BA BB BG BR BY CA CH CN CR CU CZ DE DK DM EE ES FI GB GD GE GH GM HR HU ID IL IN IS JP KE KG KP KR KZ LC LK LR LS LT LU LV MA MD MG MK MN MW MX NO NZ PL PT RO RU SD SE SG SI SK SL TJ TM TR TT TZ UA UG US UZ VN YU ZA ZW

(EP) AT BE CH CY DE DK ES FI FR GB GR IE IT LU MC NL PT SE

(EA) AM AZ BY KG KZ MD RU TJ TM

Publication Language: English

Filing Language: English

Fulltext Word Count: 13128

English Abstract

French Abstract

**24/3,AB/2 (Item 2 from file: 349)**

DIALOG(R) File 349:PCT FULLTEXT  
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00775310

**A SYSTEM, METHOD AND ARTICLE OF MANUFACTURE FOR DETERMINING CAPABILITY LEVELS OF A RELEASE MANAGEMENT PROCESS AREA FOR PROCESS ASSESSMENT PURPOSES IN AN OPERATIONAL MATURITY INVESTIGATION  
SYSTÈME, PROCÉDÉ ET ARTICLE MANUFACTURE POUR DÉTERMINER LES NIVEAUX DE CAPACITÉ D'UNE ZONE DU PROCESSUS DE GESTION DE DIFFUSION A DES FINS D'EVALUATION DE PROCESSUS DANS UNE ÉTUDE DE MATURITÉ OPERATIONNELLE**

Patent Applicant/Assignee:

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Patent Applicant/Inventor:

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WINN Colleen R, 11472 Fairfield Road #103, Minnetonka, MN 55305, US, US  
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## Legal Representative:

HICKMAN Paul L (agent), Oppenheimer Wolff & Donnelly LLP, 1400 Page Mill  
Road, Palo Alto, CA 94304, US,

## Patent and Priority Information (Country, Number, Date):

Patent: WO 200108074 A2 20010201 (WO 0108074)

Application: WO 2000US20278 20000726 (PCT/WO US0020278)

Priority Application: US 99361335 19990726

Designated States: AE AG AL AM AT AU AZ BA BB BG BR BY BZ CA CH CN CR CU CZ  
DE DK DM DZ EE ES FI GB GD GE GH GM HR HU ID IL IN IS JP KE KG KP KR KZ  
LC LK LR LS LT LU LV MA MD MG MK MN MW MX MZ NO NZ PL PT RO RU SD SE SG  
SI SK SL TJ TM TR TT TZ UA UG US UZ VN YU ZA ZW  
(EP) AT BE CH CY DE DK ES FI FR GB GR IE IT LU MC NL PT SE  
(OA) BF BJ CF CG CI CM GA GN GW ML MR NE SN TD TG  
(AP) GH GM KE LS MW MZ SD SL SZ TZ UG ZW  
(EA) AM AZ BY KG KZ MD RU TJ TM

Publication Language: English

Filing Language: English

Fulltext Word Count: 85690

## English Abstract

## French Abstract

L'invention concerne un systeme, un procede et un article manufacture permettant de determiner les niveaux de capacite d'une zone du processus de gestion de diffusion lors de l'evaluation de la maturite d'une organisation d'operations. En premier lieu, on definit une pluralite d'attributs de processus. On determine ensuite des pratiques generiques pour chacun de ces attributs. Ces pratiques comportent notamment des pratiques de base, par exemple: analyse de priorites de demandes de changement, confirmation d'une faisabilite technique d'un lot de diffusion, execution de l'analyse des exigences de diffusion, definition du contenu du lot de diffusion, planification d'essais de diffusion, documentation d'un calendrier de diffusion, confirmation avec les parties concernees, et/ou rapport sur l'etat d'avancement d'un plan de diffusion. On calcule alors une maturite d'une organisation d'operations sur la base, du moins en partie, de la realisation des pratiques generiques.

24/3, AB/3 (Item 3 from file: 349)

DIALOG(R)File 349:PCT FULLTEXT

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00775300

A SYSTEM, METHOD AND ARTICLE OF MANUFACTURE FOR DETERMINING CAPABILITY LEVELS OF A MONITORING PROCESS AREA FOR PROCESS ASSESSMENT PURPOSES IN AN OPERATIONAL MATURITY INVESTIGATION

SYSTEME, PROCEDE ET ARTICLE MANUFACTURE POUR DETERMINER LES NIVEAUX DE CAPACITE D'UNE ZONE DE PROCESSUS DE SURVEILLANCE A DES FINS D'EVALUATION DE PROCESSUS DANS UNE ETUDE DE MATORITE OPERATIONNELLE

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English Abstract

French Abstract

L'invention concerne un systeme, un procede et un article manufacture qui permettent de determiner les niveaux de capacite d'une zone de processus de surveillance lors de l'evaluation de la maturite d'une organisation d'operations. En premier lieu, on definit une pluralite d'attributs de processus. Pour chacun de ces attributs, on determine une pluralite de pratiques generiques. Ces pratiques generiques comportent notamment des pratiques de base, par exemple: verification d'un etat courant, collecte et documentation d'informations de surveillance, classification d'evenements, attribution de degres de gravite, evaluation d'impact, analyse de fautes, acheminement de fautes a corriger, mise en correspondance de types d'evenements par rapport a un diagnostic predefini et/ou des procedures correctives, enregistrement des evenements localement et/ou a distance, suppression de messages jusqu'a ce que des seuils soient atteints, affichage des informations d'etat sur au moins une console en plusieurs formats et a plusieurs emplacements, emission d'ordres sur des processeurs a distance, installation et changement de filtres locaux et/ou a distance, installation et changement de programmes de seuils locaux et/ou a distance, analyse du courant de trafic et envoi de messages radiodiffuses. On calcule alors une maturite d'une organisation d'operations sur la base, du moins en partie, de la realisation des pratiques generiques..

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SYSTEM AND METHOD FOR COMPUTERIZED PROBLEM SOLUTION ANALYSIS

SYSTEME ET METHODE D'ANALYSE PAR ORDINATEUR DE LA RESOLUTION DE PROBLEMES

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English Abstract

System and method for teaching a user to operate a computer as a problem analysis teaching device. The system (200) has a central processor (208), a display (204), a keyboard (202), a printer, and memory (206). The memory (206) has a first portion containing purpose data (10), a second portion containing a plurality of data bases (14, 20, 30, 38) related to the first portion, a third portion (230) for storing user input, a fourth portion (214) containing operating system data for the computer, and a fifth portion (212) containing operating data for the learning method. A purpose control function enables a user to do the following: access a stored purpose from the memory (206); make a plan derived from a list of possible activities relating to the selected purpose; carry out the plan and record a log of actions taken in furtherance of the plan; and analyze the actions taken with respect to the defined goal and recorded results of the action.